



METHODS FOR DETERMINING THE SCIENTIFIC AND CREATIVE POTENTIAL OF A TEACHER

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Annotation: *This article provides information on methods and tools for determining the creative qualities of teachers. The more creative students are, the more active they will be. The teacher needs to understand what modern students are living with and be relevant to them.*

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At the current stage of the country's development, it is planned to develop every young person as an independent thinker, active in society, able to overcome difficulties without fear.

In particular, in today's era of globalization and interstate competition, deepening penetration of the Internet and innovative technologies in all areas, the world is moving from a traditional society to an informed society, the main directions of development of education and science in the country. It is important to set the settings.

Life today requires a radical overhaul of education. Modern information and communication technologies are being widely introduced in all spheres, and the process of transformation in the life of society is accelerating. New disciplines and modern pedagogical technologies are being created in the field of education. The struggle for "intelligence" between the states is intensifying. The urgent tasks set



by President Shavkat Mirziyoyev to further reform the education system are of strategic and conceptual significance for Uzbekistan, as well as to serve as a solid foundation for a radical change in the development of education in our country. In this sense, in an increasingly globalized world, it is becoming increasingly clear that the issue of training quality personnel is a key factor in determining the future of each country. It should be noted that.

The formation of a creative personality can be defined as the development of an individual in the creation of creative activities and creative products in a mutually compatible manner. The speed and scope of this process depends on biological and social factors, individual activity and creative qualities, as well as existing conditions, vital and professionally conditioned events. In modern conditions, it is necessary for a teacher to have creative qualities. In recent years, in the education system of leading foreign countries, special attention is paid to the formation of creative qualities in students and future teachers.

Pedagogical activity is one of the most complex areas of human labor. In today's society, the teacher, as the most active person, must acquire modern knowledge, be constantly searching and selfless, because it is an urgent process that saves a person from intellectual and spiritual poverty. Implementing modern standards requires a teacher not only high skills and continuous professional development, but also a creative approach to their work. It is becoming increasingly important for a teacher to be able to revise and improve his or her own experience, to be able to change and use things that are known to everyone, and to create qualitative innovations.

The practice of the education system of foreign countries uses many methods and strategies that serve to form or develop the creative qualities of the individual. The didactic significance of these methods and strategies is that they force students to think deeply about the learning materials. Therefore, these methods and strategies cannot be used effectively in working with students with very low



creative abilities. Most students think they are not creative. To them, creativity is a dream that they can't achieve, and it can only be achieved by talented people. Students with this mindset believe that creativity is in the hands of leaders in their field, students studying or working in the arts.

When students understand that they do not have to be a leader in their field to be a creative person, they will be able to effectively develop their creative qualities. Only then will they be able to put an end to their low self-esteem, express themselves with new, advanced ideas, become more active in the educational process, and become more interested in learning. mastery indicators are further improved. They start to value themselves and try to achieve better results than the existing ones in terms of creative qualities. Practice shows that the more creative students are, the more active they become. Developed foreign countries today have extensive experience in identifying gifted children. There are many methods in the education system to identify and educate gifted children. Here are some of them:

Slosson tests. It is used to measure the mental abilities of adults and children. All tests are answered orally. Some of the tasks given to young children involve the children performing certain actions (for example, using paper, pencils or pens). The test is defined as the ratio of the level of mental ability to the qualities being studied. The highest score is 120 or more.

Wexler scale. The Wexler scale (PPSI test) is an individual test that allows you to determine your mental ability. It consists of two parts:

1) verbal scale (assessed on five indicators: mastering a certain material, understanding its content, performing arithmetic tasks, finding similarities, demonstrating ownership of vocabulary);

2) on five indicators of motion, such as the scale of movement (creation of structures from cubes, finding mazes, completing the drawing, revealing the essence of the proposed codes (images) (on the topic "Animal Houses") evaluated



Torrens (I) test. The Torrens (I) test is in written form and helps to identify the following qualities of thinking:

- 1) speed;
- 2) accuracy;
- 3) the richness and originality of the imagination.

The test is based on the correct representation of a misrepresented image. This requires the child to re-draw the incorrectly drawn picture in very bright colors on a separate piece of paper.

Torrens (II) test. The Torrens (II) test is an oral test that is used to determine the creative ability of children and adults through oral methods. The test has the following description:

- 1) have the ability to ask questions;
- 2) to be able to determine the causes and consequences of the situation, corresponding to the situations described in the set of pictures (paintings);
- 3) be able to suggest specific ways to use the simplest and most common objects in everyday life;
- 4) be able to ask unexpected questions on familiar topics;
- 5) be able to make assumptions. Pedagogical sources show that the level of creative thinking of a teacher can be assessed using the following methods:

- 1) methods of direct study of the teacher's personality and activities in the educational process (pedagogical observation, study of working documents and plans of the teacher, interviews, etc.);

- 2) special methods that help to diagnose pedagogical thinking (diagnostic situations, questionnaires, ratings, tests, etc.) These methods can also be used to assess the level of pedagogical knowledge of students in higher education. Not only sound education but his alertness and dedication too are most required.



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