

Improving the Technology of Forming the Creative Competence of the Future Teacher

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Abstract: Today, at the demand of time, it is necessary not only to obtain a volume of knowledge in all subjects but also to be ready for change, for creativity. To form creativity and a creative approach precisely - this should become one of the main tasks of modern education today. And it is a creative approach to business, non-standard thinking, independent judgments that help future specialists to navigate in an unstable society. The presence of creativity and creative abilities determines the effectiveness of the work, affects the professionalism of the work, is essential in the selection of young personnel. That is why today in Uzbekistan the question arises about the formation of future teachers, and specialists in various fields, the "new formation" in the process of studying at a university, the process of active integration into the world community is underway thanks to scientifically developed reforms closely related to education. This article was written with the aim of improving the technology for creating the creative competence of a future teacher. In accordance with the purpose of the study, the research objectives are defined: to analyze and generalize the historical and pedagogical domestic and foreign experience and the current state of the problem of improving the technology of creative competence of the future teacher; to improve the typology of teachers according to the level of creative approach to the creative development of the student; to develop a system of innovative modules for improving the technology of formation of students' creative competence; substantiate the need for qualitative formal and substantial changes in the course of general pedagogy at a pedagogical university, taking into account the creative nature of the teacher's activities and experimentally confirm the effectiveness of the proposed system, introduce it into the practice of preparing a future teacher. A technology has been developed for the formation of the creative competence of a future teacher, including methods, forms and means identified, recommendations and conclusions.

Keywords: *creativity, creative competence, innovative thinking, psychological tests, creative personality.*

I. INTRODUCTION

Modern problems of training a professional creative personality of a future specialist, in particular, a teacher and education, are also included in the scope of international projects - European Union projects ERASMUS and SOKRATES, TEMPUS, The Program for the International Assessment of Adult Competencies, PIAAC (2011–2014), Development Plan of the Education Sector of Uzbekistan for 2013-2017, research plans of UNICEF. Currently, priority areas are scientific work on the development and implementation of new methods and technologies of the educational process, aimed at a system-competency-based approach in the continuity of the education system in the Republic of Uzbekistan, in the formation of a creatively competent, professional and creative specialist.

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The modern society of Uzbekistan today, at the stage of constant modernization and fundamental changes, both in the political and socio-economic spheres, should not forget, based on the realities of life, about changes in the education system. It requires completely new teachers, capable of delivering innovative learning and creative development for students professionally, competently and creatively.

A fundamental problem is the strategy and development of new pedagogical conditions and the training base of a modern teacher, both as a professional and as a creative person. Studying and improving the technology of forming a modern teacher, it is important to form creative competence with him.

II. METHODOLOGY

Studying the issues of studying the formation of a future specialist as a professional and creative person, as well as experience in creating the conditions for the effective training of future specialists in institutions such as Career Services Center of Harvard University, School of Business of Nanyang University of Technology in Singapore and Nagoya University (Japan).

Studies on the training of a creatively competent and professional teacher in educational institutions of middle and senior level are being conducted at Seoul State University (SNU), humanitarian University of Korea (Korea University), Yonsei University to improve knowledge in the humanities, University College London (Great Britain), Ruprecht-Karls-Universität Heidelberg (Germany), Stanford University (USA), Charles University in Prague (Czech Republic).

Scientists and teachers at Moscow State University, Moscow University for the Humanities, St. Petersburg Institute for the Humanities, Novosibirsk State University (Russia) are engaged in the study, improvement and practical implementation of modern technologies and the creation of conditions for improving professional creative personality.

There is a need to improve all stages of professional development during the period of study at the university, under those conditions where the future teacher will be involved in a single creatively developing educational space. This space contributes to the formation and development of creative competence, as a factor in successful self-realization in the profession and as a prerequisite for competent support for the creative development of students.

The very process of training modern personnel is focused not only on professional but also on the comprehensive personal and creative development of future specialists. In each system, including the education system at the present stage, significant contradictions are revealed between the creative component and technological effectiveness.

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To implement the reforms, it is important to rely on the advice of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev, who said that: “We consider it our first priority to improve the work of all parts of the education and upbringing system based on modern requirements” [23]. Based on the “Strategy of action in five priority areas of the development of the Republic of Uzbekistan in 2017–2021” and the fourth, important for the education system, “Priority areas for the development of the social sphere” and the fourth paragraph “Development of the sphere of education and science”. An important task is to continue the course of further improving the system of continuing education, increasing the availability of high-quality educational services, and training highly qualified personnel in accordance with the modern needs of the labor market.

In the world and in Uzbekistan, improving the system of lifelong education, increasing the availability of quality educational services, training highly qualified personnel on the basis of professional, creative, systemic and should be introduced into education.

The tasks of the establishment and development of continuing education in Uzbekistan are reflected in the National Program for Personnel Training, which contributes to the integration of individuals in national and world culture.

Objective: to improve the technology for the formation of the creative competence of a future teacher.

In accordance with the purpose of the study, the objectives of the study are defined:

- To analyze and summarize the historical and pedagogical domestic and foreign experience and the current state of the problem of improving the technology of creative competence of the future teacher.

- Improve the typology of teachers according to the level of creative approach to the creative development of the student.

- To develop a system of innovative modules for improving the technology of the formation of students' creative competence.

- To substantiate the need for qualitative formal and substantial changes in the course of general pedagogy at a pedagogical university, taking into account the creative nature of the teacher' s activities and experimentally confirm the effectiveness of the proposed system, introduce it into the practice of preparing a future teacher.

Object of research: in the process of improving the technology for creating the creative competence of future teachers, 350 respondent students from Nizami Tashkent State Pedagogical University (Tashkent), Karshi State University (Karshi), Kokand State Pedagogical Institute (Kokand) participated.

The subject of the study is the forms, methods, and means of improving the technology for the formation of creative competence of future teachers at a university.

Research methods: theoretical analysis method (comparative, comparative, retrospective); methods of scientific knowledge (comparison, comparison of various documentary and research data, synthesis, abstraction); prognostic methods (generalization of independent characteristics, modeling); empirical methods (observation, analysis of activity products, experiment); sociological methods (questioning, interviewing, testing); statistical methods.

The scientific novelty of the study lies in the fact that it:

1. The technology for the formation of the creative competence of the future teacher in the system of teacher education has been improved as a new scientific justification for improving the quality of professional training of specialists.

2. The model of optimal improvement of the pedagogical preparedness system of the future teacher focused on the technology of formation of his creative competence at various levels of teacher education has been improved; the characteristics of the individual educational routes of future teachers with a certain professional-typological affiliation are clarified.

3. An improved technology for the formation of the creative competence of the future teacher in the system of teacher education has been developed, including the content of the stages of the pedagogical process, a set of new methods and forms of educational and creative activity.

4. An improved system of methods and techniques of pedagogical conditions for the formation of the creative competence of the future teacher, which consists of general pedagogical, methodological and specific conditions, has been identified, theoretically justified and experimentally verified.

The practical results of the study: it is determined by the use of the experience accumulated by the author, theoretical conclusions and methodological recommendations on the development of a system of continuous pedagogical education, increase its effectiveness; developed through improved technology and created new pedagogical situations for the formation of creative competence of future teachers; an informational and methodological improved system for the formation of creative competence of students based on creative techniques and teaching technology has been created; a program and a scientific and methodological complex have been created that ensure the practical implementation of a set of pedagogical conditions and an improved technology for the formation of the creative competence of a future teacher at different levels of teacher education.

The reliability of the research results is due to the methodological approach, comprehensive and systematic, methods and theoretical information were obtained from official sources, analyzes based on empirical studies, the effectiveness of experimental work is substantiated by methods of mathematical statistics, conclusions, suggestions and recommendations are put into practice, the results are confirmed authorized entities

III. LITERATURE REVIEW

Questions about the methods, techniques and technologies of creating creativity, creative abilities, professional and creative competence, in the training of future specialists are considered in the studies of A.A. Abdurkodirov [1], N.N. Azizkhodzhaeva [3], U.S. Begimkulov [5], R.Kh. Dzhuraev [6], U. Tolipov [17], D. Ruzieva [15-16], G. Kitajgorodskaya [9], D. Makhmudova [10], N. Rustamova [14],

Foreign experience in research on creativity, creativity, competence and professionalism is considered in the studies of J. Guildford [7], E. Torrance [18], C. Rogers [13], A. Maslow [11], R. Kegan [8].

Even despite the fact that this problem has not yet been studied and integrated into the education system of our state, and for active implementation in the educational space, we have studied, reviewed and partially proposed the developments proposed in the scientific works of Russian scientists A.V. Tutolmin [19, 21, 22], T. A. Marfutenko [12] highlighted important aspects of the problem.

At the same time, an analysis of literary sources allows us to state that the topic of our study: improving the technology for the formation of the creative competence of a future teacher was not the subject of a special study, i.e. There are no direct analogues to our topic.

IV. THEORY AND DISCUSSION

The theoretical and methodological foundations of the technology for the formation of creative competence of a future teacher are refined by defining creative competence as a socially significant characteristic of the teacher's personality and an indicator of the quality of his professional development, a systematic approach as a general methodological principle for studying pedagogical phenomena and processes, a competency-based approach as the basis for the development of the theory and practice of modern teacher education, historical and pedagogical approach to the problem of forming a creative com the petition of the future teacher, contradictions as sources and factors of development of a creative personality; the state of the modern system of vocational education is considered, features of the development processes of teacher education in modernization are characterized. Based on the analysis of the literature, factors and prerequisites are described that necessitate the preparation of a creatively competent teacher; the need is substantiated for the development of theoretical and methodological foundations for studying the phenomenon of creative competence.

How historically the problem of these concepts was solved in the psychological, pedagogical and philosophical literature.

In the state educational policy: the writings and speeches of the President of the Republic of Uzbekistan, the Law on Education, the National Training Program (1997), decrees and orders of the President of the Republic, decrees and orders of the Cabinet of Ministers of the Republic of Uzbekistan, in State Standards (2017) and relevant regulatory documents, concepts of modern higher education, etc. - a course for the training and education of highly qualified personnel, a requirement for solving this state problem, conditions, among which are pedagogical - innovative and technological, corresponding to new areas and content of education, demanded by the development of the state, society, and, therefore, the reform of education.

The requirements for the training of a new generation of personnel are determined and strengthened, including pedagogical, using new pedagogical approaches in the educational, educational process, innovative technologies - structurally meaningful, organizational, procedural, methodological, personality-oriented, professional - and social directed.

Professional qualities necessary for the teacher: interest in people and working with them, the presence of need and communication skills, sociability, communicative qualities;

ability of emotional empathy and understanding of people; flexibility, operational and creative thinking, providing the ability to quickly and correctly navigate in a changing environment of communication; the ability to feel and maintain feedback in communication; the ability to control oneself, one's psychological state, one's body, voice, facial expressions, the ability to control one's mood, thoughts, feelings; ability to spontaneity; the ability to predict possible pedagogical situations, the consequences of their impacts; good verbal abilities: culture, speech development, rich vocabulary, proper selection of language tools; ability to pedagogical improvisation, the ability to use the whole variety of means of influence (persuasion, suggestion, the use of various methods of influence, "devices" and "extensions").

The theory of the formation of the creative competence of a future teacher. In this part of the work, characteristics of the levels of professional competence, professionalism, and the creative personality of a future teacher in the educational space of pedagogical practice are given, which, of course, a teacher should have. The characteristic of the conceptual ideas of the formation of creative competence is formulated, formulated as a result of clarifying the concept, structure of the studied pedagogical phenomenon, the characteristics of the main components, functions, criteria of creative competence, analysis of leading trends, the principles of its formation and development in future teachers in the process of teacher education.

The theoretical substantiation of constructing a projective model of the optimal functioning of the system of pedagogical professionalization focused on the formation and development of the creative competence of the future teacher is given.

From the perspective of the anthropological approach, the strategy of modern teacher education is the development and self-development of the personality of the teacher, capable of not only serving the existing pedagogical and social technologies, but also going beyond the normative activities, implementing innovative approaches, and creative processes in a broad sense.

The basis of the activity approach is the dialogueization of the educational process, which determines the subject-subject interaction of students and teachers, self-actualization and self-presentation of the personality of the future teacher. The teacher not only teaches and educates but also stimulates the student to general and professional development, creates the conditions for self-movement. In terms of the foregoing, the praxeological (vocational and pedagogical) activity is defined by us as meta-activity, because the content of consciousness of the future teacher is not introduced from outside, but is developed in the process of independent work and teaching practice.

The implementation of the laws of training, education and self-development of the personality of students in the process of teaching practice is facilitated by its technology. In our opinion, pedagogical technology is an ordered set of actions, operations and procedures that take place under the influence of certain organizational and didactic conditions, instrumental in achieving the predicted result, guaranteeing the proper level of effectiveness and quality of student training.

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When modeling independent work and pedagogical practice, the main stages of the strategic technology for preparing students are the following: theoretical (orienting); theoretical and practical (stimulating) and action-practical (divergent).

From the very beginning, a student is placed in an active position, since academic subjects are presented in the form of subjects of activity (educational, quasi-professional, educational-professional). This allows you to use the student's full potential - from the level of perception to the level of social activity.

Justification of the conditions for the formation of the creative competence of teachers, in which certain changes have been made, requires a brief analysis of the features and disadvantages of teacher training.

The current system of professional training of teachers in modern conditions justifies itself only partially. The development of narrow professionalism, the representation of the subject teacher only as a specialist with good specialized knowledge of the subject, makes it to a certain extent limited, professionally indifferent, and deprives the fullness of the view on new facts and phenomena. The teacher becomes incapable of mastering new types of cognitive tasks, problems, theories and methods.

Until now, many universities, in particular universities, are not focused on training a specialist who is able to create a developmental and educational environment as a condition for the life and formation of the personality of the pupil, but on preparing a subject teacher who carries educational information and controls its assimilation. The student, as before, is the object of the mass process of pedagogical reproduction, his creative personality is not being formed, conditions for the "piece-by-piece" training of the future specialist are still not created.

Our long-term observations of students at the Tashkent State Pedagogical University convince us that if the pedagogical process is focused only on the assimilation of fundamental or applied knowledge, it does not achieve the main thing - it does not prepare a future subject teacher who is able to effectively solve the problems of productive pedagogical activity. Even students with excellent knowledge can sometimes not transform them into methods of their own activity. The pedagogical process at the university is more often focused on explaining to students how to conduct educational work, how to work with schoolchildren, parents, etc. Future subject teachers, to the best of their intellectual abilities, learn all these "necessary", and really can't work "as needed". This once again indicates the presence of unresolved contradictions in the preparation of the teacher.

An analysis of the theoretical foundations, features and problems of preparing future subject teachers for professional activities allows us to put forward a hypothesis for subsequent experimental verification: the development of holistic professional competence of future speech therapists will be ensured if the learning process in junior high schools is based on the principles of subjectivity and professional -active education and will provide students with the assimilation of the standards of professional personality and spine: it will be organized early involvement of students in independent work on the subjects and practical training with providing scientific and methodological reflection; students will be included in the study of the personality and activities of teacher practitioners.

The essence of the principle of subjectivity is to position the future subject teacher when he implements the following activity components in the processes of educational and pedagogical, production practices: a) independent statement of pedagogical goals and objectives; b) mastery of a wide range of effects on students; c) constant self-monitoring of the progress and state of one's pedagogical activity. If one of the components of pedagogical activity is not sufficiently developed, then we can talk about the deformation of pedagogical activity: for example, if a student practitioner does not set pedagogical goals on his own, but mainly takes them ready from methodological developments, then he acts as a performer, and not the subject of his pedagogical activities, which reduces work efficiency.

In the experimental work, the system of relations "teacher-student" is in the nature of interaction and cooperation, implying the subjectivity of the student's position.

A student always deals with a hierarchy of pedagogical tasks. Some of them (called global, initial, strategic) are set by society in their social order, these tasks are solved by all teachers (for example, to educate a young person as a citizen, a hard worker, a subject of continuous self-education, etc.). Another group of pedagogical tasks is also given to the teacher from the outside by the content of the subject, the type of educational institution (these are phased, tactical tasks). And, finally, the tasks depend on the specific contingent of students in this class and are determined by the subject teacher himself (operational pedagogical tasks). The competence of the subject teacher is not to miss the general pedagogical tasks and skillfully specify them depending on the conditions.

The essence of the principle of vocational education is the systematic formulation of tasks for students, similar to those that they have to solve in their practical independent activities. The professional-activity principle allows organizing the development of professional competence of future subject teachers more effectively than the principles of traditional cognitive-oriented education.

The effectiveness of the formation of students, future subject teachers of professional and creative competence depends on the organization of the learning process in junior high schools on the principles of subjectivity and vocational education. The effectiveness of the formation of creative competence in junior students, in which students assimilated the standards of professional personality and activity, was ensured by early inclusion in production practice with high-quality scientific and methodological reflection, as well as the inclusion of students in the study of the personality and activities of practical teachers.

V. EXPERIMENTAL RESULTS

Pedagogical conditions for improving the technology of forming the creative competence of a future teacher. In this part of the work, practical results of the study are summarized, the results of experimental testing of the system of pedagogical practice in the formation of professional and creative competence of the future teacher are analyzed.

The conditions identified during the study that ensure the effectiveness of the formation of the creative competence of the future teacher in the process of teacher education are justified.

In the process of research, it was proved that the effectiveness of the implementation of the methodology proposed by us depends on the implementation of a set of organizational and pedagogical conditions. Under the conditions for the development of creative competence is meant a combination of necessary and sufficient measures, circumstances of place and time, ensuring students achieve a higher level, the development of creative literacy, creative abilities and skills, readiness for creative pedagogical activity, communication and personal self-realization in their organic relationship and unity.

When diagnosing creativity levels among students at the Nizami State Pedagogical University named after Nizami of the faculties of Foreign Languages and the Far East Federal District, we carried out by evaluating non-verbal creativity the "Figural Test of Creative Thinking" by Figures, an adapted version of which aimed to identify some ability to "generate" a new, original product, and also assessments of verbal creativity, emphasized on originality, the ability to express oneself in the usual situation. In addition, we used the "creative field method" to identify the "intellectual initiative" or "mental energy" of the individual.

We processed the materials by calculating the integral assessment of the level of creativity according to the formula (A.V. Tutolmin [21]):

$$PPCr = E+S+ETA+SSA+NST+O+F+H+I/9;$$

where "PPCr" - arithmetic mean of professional and pedagogical creativity; "E" - the ability to empathy; "S" - spiritual abilities; "ETA" - enthusiasm for teaching activities; "SSA" is the super-situational activity of the teacher; "NST" - non-standard thinking; "F" fantasy; "O" - originality; "H" - heuristic; "I" - to improvise.

Diagnosing the professional and creative competence of students in order to find out what skills a teacher needs to creatively solve the various problems of a modern school. It should be noted that in concrete creative decision making, all five groups of basic pedagogical skills are actualized, namely: Gnostic, organizational, communicative, applied and constructive.

Exploring the perception of student teachers was carried out through the analysis of pedagogical situations according to the method of A.A. Rean [22], which allowed us to obtain the following results:

- subject to verbal external installation - 76% of students;
- uniting children in groups, their individual characteristics presented in the text are overlooked - 64% of students;
- fill up speculation with the missing information and come to

conclusions that are not supported by facts - 77% of students.

We conclude that a significant part of students has a prevailing traditional everyday perception with its shortcomings of inadequate reflection of reality.

We carried out pedagogical diagnostics of students'

research skills by analyzing independent work on solving psychological and pedagogical problems and tasks, as well as by direct pedagogical monitoring in the process of continuous pedagogical practice of students.

In the process of a diagnostic workshop, we found out the levels of design skills of students. Design activity consists of modeling, design and construction.

Tasks of a design nature, for example, "Compilation of case studies" included the diagnosis of goal setting and modeling skills, and based on the model - to predict the pedagogical process.

The next criterion by which this or that "project" was evaluated was a way of transforming the educational process.

Technological design was diagnosed by us students with the ability to detail the project, concretizing it on the basis of approximation to the real conditions of educational and pedagogical activity.

Carrying out pedagogical monitoring during the practice of 4-year students was carried out according to a specially developed observation map (A.V. Tutolmin [21]), in which, among other "key" criteria for evaluating research skills, were research observation skills, thoughtful assessment of pedagogical situations, the ability to put forward the idea, plan and implement their activities in accordance with the hypothesis.

The basis for the formation of the creative style of activity of 4-year students in our study was: the ability to stimulate their creative activity, receptivity, sensitivity to the new; the ability to see a "fan" of solutions to the same situation in non-standard conditions, to find the best solution to the pedagogical problem; the ability to carry out pedagogical reflection and improvisation.

The purpose of the processing was to determine the features of students' assimilation of the educational material of the subjects of the pedagogical cycle. Testing of students' knowledge was carried out using testing. It was supposed, on the basis of a factor analysis of the results of students' independent work, to identify the connections between the assimilation of certain issues of the educational material and to detect latent factors that determine these connections and thereby affect the mastery of this topic.

Let us characterize in a generalized form the quality of students' answers in control and experimental groups on the topic under study.

Characteristics of students' answers to "Forming a professionally creative personality of a future teacher"
Table I. Indicators of control and experimental groups at the beginning of teaching practice

Groups	Number of students	The number of correct answers at three levels		
		High (5)	Mid (4)	Low (3)
Experimental	175	10	30	10
Control	175	12	32	6

Table II. Indicators of control and experimental groups at the end of teaching practice

Groups	Number of students	The number of correct answers at three levels		
		High (5)	Mid (4)	Low (3)
Experimental	175	23	25	2
Control	175	8	26	16

The coefficient of assimilation of the study, analysis and generalization of the results of the formation of professional and creative competence (in%) by each student was determined according to the formula:

$$K = \frac{J}{Q} \cdot 100\%$$

Where J is the number of operations to obtain the correct answers to questions, tasks, tasks. Q - total number of students

Table III. Indicators of control and experimental groups at the beginning of teaching practice

№	groups grades	Experimental	Control
		1. High	$K_1 = \frac{10}{50} \cdot 100\% = 20\%$
2. Mid	$K_1 = \frac{30}{50} \cdot 100\% = 60\%$	$K_1 = \frac{32}{50} \cdot 100\% = 64\%$	
3. Low	$K_1 = \frac{10}{50} \cdot 100\% = 20\%$	$K_1 = \frac{6}{50} \cdot 100\% = 12\%$	

Table IV. Indicators of control and experimental groups at the end of teaching practice

№	groups grades	Experimental	Control
		1. High	$K_1 = \frac{23}{50} \cdot 100\% = 46\%$
2. Mid	$K_1 = \frac{25}{50} \cdot 100\% = 50\%$	$K_1 = \frac{26}{50} \cdot 100\% = 52\%$	
3. Low	$K_1 = \frac{2}{50} \cdot 100\% = 4\%$	$K_1 = \frac{16}{50} \cdot 100\% = 32\%$	

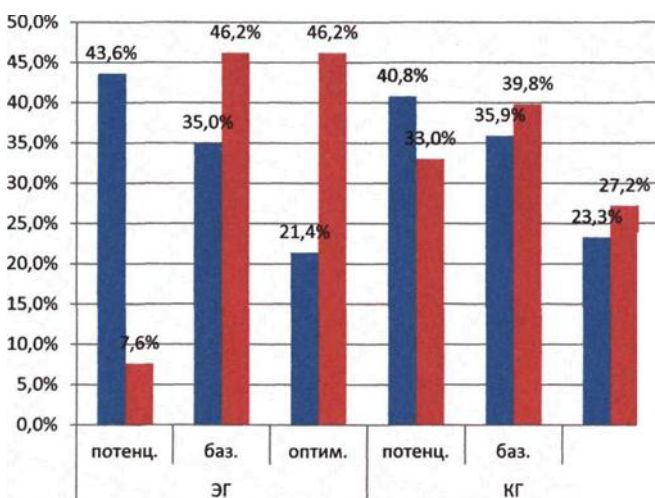


Figure 1. Comparative data on the distribution of students of a pedagogical university by the level of formation of creative competence (initial and control)

To assess the statistical significance of differences in the assimilation of theoretical students' knowledge of students in the experimental and control groups, Student's distribution criteria χ^2 were used.

VI. CONCLUSION AND RECOMENDATION

The main results of theoretical and experimental research are presented, which are reduced to the following.

1. The justification of the organizational and pedagogical prerequisites for the formation of a professionally prepared and creatively developed personality of the teacher, formed under the influence of significant socio-political and economic changes taking place in the country, allows us to consider creative competence as a qualitative neoplasm of the personality of the teacher, which was the result of the historical development of the theory and practice of professionalization of labor teachers and modernization of teacher education in modern conditions. When studying the grounds for creativity in pedagogical activity, their correlation with the prevailing practice of teacher training and the laws governing the formation of a professionally competent teacher, contradictions were identified, and a system of methodological foundations orienting in goal formation, substantive content, and methodological support for continuing teacher education was proposed as a tool for overcoming them.

2. The model and technology for the formation of the creative competence of a future teacher is justified and developed as an actualizing potential for improving the system of teacher education. Creative competence is defined as an integrative characteristic of the teacher's labor, which ensures the success of acting in typical and extraordinary pedagogical situations. Using the definitions of competence existing in the scientific literature, creative competence is presented as an alloy, i.e. the interdependent unity of his professional knowledge, pedagogical skill and readiness for creative activity, realized in the process of pedagogical work. Organic communication and inter-dynamization of the components of creative competence have a decisive influence on the procedural and resulting aspects of the teacher's work.

The implementation of the model we developed and the updated technology for the formation of the creative competence of the future teacher in the system of teacher education provides a new, scientifically based increase in the quality of teacher education.

3. The created author's model for the formation of the creative competence of a future teacher at the 2nd, 3rd and 4th courses of teacher education include a managing, controlled, technological subsystem and a set of general pedagogical, methodological and specific conditions; characteristics of the main components, differentially-individual educational routes of students with various professional and typological conditions (educator, psychologist, subject). The components, models for the formation of the creative competence of a future teacher are the goal, tasks, principles, content, forms and methods, means, criteria and results.

4. The developed criteria-level apparatus provides a practice-oriented solution to some issues of the theory of pedagogical monitoring and diagnostics, theory of qualimetry. The apparatus includes epistemological activity as a criterion for the professionally educational component of creative competence, the indicators of which are methodological, intellectual, research, psychological, pedagogical, creative competence; technological mobility as a criterion for the activity-developing component of creative competence, the indicators of which are euryological, organizational, educational, methodological, technological, innovative competence; creative readiness as a criterion for the personality-developing component of creative competence, the indicators of which are the focus on the creative nature of activity; empathy, creativity, reflexivity, insight, communicativeness, improvisation; a characteristic of three levels (high, medium, low) of the formation of the creative competence of the future teacher.

5. The developed technology for the formation of the creative competence of a future teacher in the system of teacher education taking into account the regional-national component includes the content of the stages of the pedagogical process, a set of new methods and forms of educational and creative activity: the method of compiling individual student glossaries, the method of individual interpretation of reference schemes for psychological and pedagogical training, a method of information and methodological support of an independent research worker news of student teachers, independent work of students with materials on the subjects of the pedagogical cycle "Theory of Pedagogy", "History of Pedagogy" and "Pedagogical Mastery", as well as the KVN Program, the Student Professional Circle "The Verge of Mastery" (preparation and conduct of student pedagogical Olympiads, contests of pedagogical mastery, the participation of a professional student group "Edge of Mastery" in scientific republican and international conferences), the method of creative dramaturgy (student improvised theatricalization of pedagogical miniatures); methodological developments on the organization of independent creative work of student teachers; f) textbooks, teaching aids and teaching aids in pedagogical disciplines ("Theory and practice of general pedagogy", "Social pedagogy", "Development of professional and creative abilities of a future university teacher", "Quality control of the main types of studies in higher educational institutions of the Republic Uzbekistan"). The educational and methodological complex, including the development of all subjects of the pedagogical cycle, a monograph, educational work programs, textbooks, teaching aids, methodological recommendations, control and measuring materials, is a new, scientifically based way to form the creative competence of a future teacher.

A significant contribution of the methodology for the formation of the creative competence of a future teacher is that it facilitates the teacher entering the creative laboratory, enhancing the student's and scientist's research cooperation, implementing a personal-development approach, optimizing intellectual, spiritual and creative development.

6. Identified and experimentally justified pedagogical conditions ensure the effectiveness of the formation of the

creative competence of the future teacher. They include general pedagogical (implementation of a systematic approach, scientifically based process of vocational training, creation of a creatively developing educational space at the stages of lifelong education), methodological (implementation of a competency-based approach, mastering by a future teacher of innovative education technologies, intensification of research activities) and specific conditions (implementation of personal developing approach, intellectual and spiritual, social and individual, normative and creative development).

The results of the experimental work confirmed the validity of the hypothesis of the study. The model and advanced technology for the formation of the creative competence of the future teacher make a certain contribution to the theory of teacher training through the new organization of educational activity.

This study does not exhaust all aspects of the problem under consideration. Promising for further research is the problem of the formation of professional and creative competence of a teacher in the system of advanced training and retraining of personnel in the educational process based on distance learning.

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