

POSSIBILITIES OF USING CREATIVE STRATEGIES OF HEURISTIC CHARACTERS IN FORMING PROFESSIONAL COMPETENCES OF FUTURE TEACHERS

Qodirov Gayrat Uroqboyevich

Associate Professor, Independent Researcher At Research Institute Of Pedagogical Sciences Of
Uzbekistan

ABSTRACT: this article examines the possibilities of using heuristic strategies to form professional competencies in future teachers. It has been analyzed that heuristic strategies are a productive pedagogical tool for developing professional competence in future teachers. In the process of choosing a new strategy, the principle of self-management of the student's personality and the formation of competences to always approach the processes with a new perspective are given.

KEYWORDS: Future teacher, professional competencies, professional knowledge, heuristic tasks, methods, heuristic strategies, pedagogical thinking, creative thinking, logical thinking, pedagogical conditions.

INTRODUCTION

Students are required to have the ability to critically select evidence and apply it in several stages while performing creative tasks of a heuristic nature. The ideas put forward by students at the initial stage of solving tasks of a heuristic nature are briefly explained. At the second stage, ideas are critically analyzed, classified, divided into groups, and the newest and unique ones are selected from among them. This method is of particular practical importance, because it incorporates the features characteristic of heuristic methods. At the same time, this method has a number of disadvantages: a) within the synectics method, there is no possibility to solve heuristic problems, it creates a basis for searching for new ideas; b) after using this method, the productivity of generated new ideas decreases over time. In the process of applying the synectics method, special professional skills are required from professors and teachers.

Method of organized strategies. This method is also very important in performing creative tasks of a heuristic nature. The main obstacles in the implementation of heuristic tasks are manifested in the fact that students abandon fixed methods and ways of thinking in their activities, and they face difficulties in searching for new methods of action and new ways of solving tasks. Even when they choose the optimal directions of searching for solutions, they make some mistakes, they have difficulty in applying strategies aimed at finding new ideas. Therefore, obstacles in students' thinking can be overcome with the help of organized strategies. The basis of this method is the principle of self-management of the student in the process of choosing a new strategy and always approaching the processes with a new perspective.

Heuristic law rules of structured strategies:

1. Ideas and strategies implemented directly in the process of performing creative tasks are recorded.
2. In addition to organized strategies, directly formed strategies are used.
3. One or more organized strategies serve to effectively enrich existing strategies.
4. Certain strategies are used in the process of solving creative tasks of a heuristic nature. They are:

A) Functional-objective analysis strategies. These strategies should answer the following questions. Needs Analysis: Why do it? What is the purpose of solving the task? What to do? Analyze and generalize the reasons? Why is this meant to be done? Determining the place of action: Where is it supposed to be done? Action Time: When should it be done? Means of Action: What is the action done with? Action Method: How to do it?

B) Strategies to overcome various obstacles. Circumstances that prevent the execution of heuristic tasks are eliminated; attempts to avoid obstacles encountered in the performance of tasks; situations that prevent the completion of tasks are gradually eliminated; interfering situations are strengthened; obstacles are eliminated step by step; Obstructive situations are influenced by new positions and tools.

C) Strategy of using scientific information. Future teachers use the necessary scientific information to solve the heuristic tasks set before them; collect information of an integrative nature necessary to perform heuristic tasks; they study and analyze the experiences in pedagogical theory and practice necessary for the successful completion of heuristic tasks; based on the unique nature of heuristic tasks, they reformulate scientific information, exclude secondary information unrelated to the execution of heuristic tasks, check the reliability and accuracy of the information used in the execution of tasks; they use completely new information in performing heuristic tasks.

G) In the process of performing heuristic tasks, they look for conflicting information and compare it with accurate information. In the process of performing heuristic tasks, future teachers should do the following: increase information that is effective for solving tasks, reduce second-level ones; speeding up the process of completing tasks, checking information in detail; to expand the scope of solving heuristic tasks, to check in detail the used scientific evidence; to accurately check and comprehensively analyze the pedagogical phenomena used in the performance of assignments; to analyze the information necessary to perform heuristic tasks, to predict their future state; ability to integrate all elements of information used in the process of solving tasks, perform rounding and division operations; to have the ability to perform heuristic tasks in one way and in parts, step by step.

D) Evaluative judgment strategy. Being able to determine the specific aspects of pedagogical situations aimed at performing heuristic tasks and show their complexity levels; to be able to show the criteria based on which the judgments evaluating the situations were made; accurate

assessment of important results achieved at the stages of task performance; assessment of the nature of task performance actions; when performing tasks in several options, to be able to evaluate their preference and accuracy; to indicate the degree of uniqueness of the solution of heuristic tasks; comparing and evaluating unique solutions of heuristic tasks with solutions from other options.

E) Decision making strategy. Thinking over the solutions of tasks, showing its accuracy and uniqueness; denying the solution to the task and refraining from explaining why; searching for unique solutions of a temporary nature; search for all possible solutions of tasks, analyze and select the most effective, productive one from them; present all the solutions proposed as a result of common sense and highlight the most productive ones; to search for several solutions of heuristic tasks with exact tracking; striving to find the final solution to the tasks.

Completing creative assignments of a heuristic nature allows future teachers to successfully form their professional competencies. Professors and teachers of pedagogic higher education institutions should be able to successfully apply heuristic assignments. Because such tasks occupy a special place in future professional activities of future teachers. Organization of working games among students using heuristic methods is of particular importance in developing their professional thinking and competence. Because heuristic tasks are important in the development of intuition, perception and professional creative activity in future teachers.

REFERENCES

1. Ўзбекистон Республикасининг 2020 йил 23 сентябрдаги “Таълим тўғрисида”ги ЎРҚ-637-сон Қонуни. <https://lex.uz>
2. Ўзбекистон Республикаси Президентининг 2022-йил 28-февралдаги “2022-2026 йилларга мўлжалланган янги Ўзбекистоннинг тараққиёт стратегияси тўғрисида”ги ПФ-60-сонли фармони. [хтпс://lex.uz](https://lex.uz)
3. Армстронг Г. Эвристический метод обучения или Искусство представлять детям самим доходить до познания предметов / Извлеч. и пер. А.П.Павлова. - М., 1999. – 23 с.
4. Бакулевская С.С. Становление интеллектуально-творческой деятельности старшеклассника в процессе решения эвристических задач: Автореф. дис. канд. пед. наук. - Волгоград, 2001. - 23 с.
5. Батяева Т.А. Системно-целевой подход в применении эвристических приемов к обучению студентов решению нестандартных задач: Автореф. дисс. канд. пед. наук. – Казань, 2000. – 26 с.
6. Сафарова Р.Г. Computer-didactic support for the training of social sphere specialists at the university based on a cultural approach. International conference: Problems in the Textile and Light Industry in the Context of Integration of Science and Industry and Ways to Solve Them (PTLICISWS-2022). 050009 Scopus, Web of Science indexed. <http://pubs.aip.org/aip/acp>

7. Сафарова Р.Г. Possibilities of Approaching the Yeducational Process From the Point of View of Cultural Sciences. Miasto Przyszłości Kielce 2023. ISSN-L: 2544-980X. Impact Factor: 9.2 View of Possibilities of Approaching the Yeducational Process From the Point of View of Cultural Sciences (miastoprzyszlosci.com.pl)