FUNDAMENTAL AND FUNCTIONAL FOUNDATIONS OF PROFESSIONAL CREATIVITY

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Abstract. *This article discusses the fundamental and functional foundations of professional creativity, the position of the future teacher, self-awareness of future educators, the development of professional skills, the acquisition of professional knowledge, the creative nature of self-education of future educators, and serves as a resource for the scientific pedagogical community, educators, and researchers.*

Keywords: *self-awareness, creative personality, cognitive activity, professional self-awareness, entry into interpersonal relationships, communicative self-education.*

The determination of the future teacher's position is an indicator of self-awareness.

In this case, priority is given to the student's professional self-realization, and the fundamental basis of professional self-realization, which has become a value, is his position as a creative person. The correct determination of the future teacher's position serves to determine the content of his life path and activities as a creative specialist. In the modern higher education system, the self-awareness of future teachers should be practical. The self-awareness and determination of the position of a creative person should be developed based on pedagogical, psychological, and philosophical concepts and approaches.

The future teacher must first have the ability to compare himself with his peers and those around him. Only then will self-awareness have

fundamental and pedagogical foundations and serve to develop the creative activity of the future educator. At the same time, modern educational concepts pay special attention to the harmonious development of self-awareness and creativity of learners, and this requirement forms the basis of the social order.

In order to realize himself, a student must have knowledge about himself. Because students have their own unique characteristics as individuals. In order for students to work effectively in the educational field, they must have knowledge and an idea about it. For them to be creative, they need to have a clear idea of their capabilities. Therefore, students should ask themselves the following questions:

1. What capabilities do I have?
2. What does my effective work with students depend on?
3. How do I relate to my current professional activity?
4. What kind of educator do I want to be?
5. What kind of educator do my level of knowledge and professional skills indicate that I will be?
6. What kind of educator should I actually be?
7. What should I talk about in the process of communicating with students?
8. What functions do I perform in a preschool educational organization?
9. What methods and technologies should I use to make the training sessions I organize creative?
10. How is my professional creativity manifested?

To answer these questions scientifically, future educators should be aware of the fundamentals of preschool pedagogy. The basis of the cognitive activity of future educators in higher educational institutions is their professional self-awareness. Each student should understand themselves professionally, know his unique aspects, and act systematically. Each person has commonality with others and individual uniqueness. Therefore, each

student discovers their general and individual aspects in the process of studying.

Commonality is expressed through general concepts about a person: duty, conscience, thinking, imagination, etc. These concepts are manifested as mechanisms for understanding the student's uniqueness. Students' awareness of their individuality and uniqueness is knowledge that shows the different aspects of each person from others. The starting point for scientific self-understanding is to understand the general aspects of one's personality; that is, to understand the type and nature of a person, one must compare oneself with others. Only after students realize their individuality do they compare themselves with others and learn about their differences.

Life knowledge develops the professional skills of future educators and becomes their beliefs. Belief, in turn, is the product of the combination of professional knowledge and confidence in the validity of its content. Creative self-development of future educators requires that, along with understanding the content of professional knowledge, they also understand its personal significance. As a result, students are motivated to master professional knowledge.

Four aspects can be distinguished that indicate the level of importance of pedagogical knowledge for future educators.

1. The manifestation of curiosity in future educators. This shows the future educator's tendency to master professional knowledge, his inquisitiveness, because each student learns this or that knowledge because it is interesting to him. Only knowledge that is interesting to the student becomes his professional experience.

2. Self-awareness of future educators through mastering the content of academic subjects in the pedagogical category. Academic subjects included in the pedagogical category embody knowledge about a person, their education, and development. Therefore, future educators will have the opportunity to

develop themselves creatively as a result of mastering knowledge about the development and upbringing of a child's personality.

3. The methodological significance of pedagogical knowledge. In this case, students' knowledge of child education is manifested as the methodological basis of relational pedagogy, since future educators acquire professional competence as a result of mastering the theoretical and empirical foundations of entering into interpersonal relationships with children, accelerating their development, and taking into account their needs and capabilities.

4. The significance of knowledge as a means of achieving goals. When students master pedagogical knowledge, it is important that they approach it as a means of achieving professional goals. Because pedagogical knowledge embodies the tools and methods that help educators achieve their professional goals.

Reproductive creativity also includes self-education of the future educator. Self-education becomes a conscious activity of the future educator in the process of pedagogical education. Self-education allows you to consciously master personal and professional qualities in your future education. These qualities have an integrative character and ensure the subjectivity of the future educator.

The creative nature of self-education of future educators is manifested in some exercises, including:

1. Self-education in the process of professional-technological or pedagogical work, in which the self-education of the future educator is manifested through the development of his professional skills and abilities in the process of influencing the learners through professional labor tools.

2. The process of planned mastery of skills, values , and abilities such as economic self-education of future educators, personal finance management, economic thinking, professional-economic competencies, and legal and

financial responsibility. The main goal of this is to enable the future educator to rationally manage resources both in life and in the process of professional activity, to increase financial independence and economic culture.

In communicative self-education, future educators acquire such competencies as communication rules, professional and speech etiquette, pedagogical speech norms, active listening, asking clear questions, managing their own emotions, patience, politeness, stress tolerance, analysis and correction of communication errors in the process, assessment and correction of the level of their own speech and behavior. Communicative self-education has a number of methodological possibilities, such as active listening exercises, speech development, role-playing and simulation, dialogue, case studies, communicative diary, and reflection.

In conclusion, creativity in the self-development and self-education of a future educator is of a reproductive nature in terms of content, because it is an activity related to the rediscovery of oneself, of something that has already been discovered in society.

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