

DEVELOPMENT OF DIVERGENT THINKING OF TEACHERS AND STUDENTS IN MODERN EDUCATIONAL CONDITIONS

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Annotation: In this article, I present opinions about the system of improving the teacher's qualifications through the development of divergent thinking in the conditions of modern education, the young generation's deep acquisition of knowledge and skills necessary for the development of society.

Key words: divergent, diagnostic, prognostic, creativity, intellectual, concept, identification, attention, perception, process of associations, thinking, association.

Over the past years, in our country, there have been different approaches to the problem of improving the qualifications of primary school teachers, which is also related to the various demands placed on teachers by society, and these demands, in turn, have been put forward also depends on educational goals.

Among the skills that teachers should have, the following are distinguished: diagnostic and prognostic, organizational and regulatory, control and correction. These skills were necessary for the functional competence of the pedagogue. The teacher went on the path of mastering one or another standard. The principle that the content of this norm should have a strict scientific character (that is, be limited to a certain part of pedagogical activity) and be accepted and confirmed by wide pedagogical practice" was announced.

And it was natural because. Education in general, from school to post-graduate training, was more likely to strictly follow the instructions of the governing bodies responsible for education. This is confirmed by qualification characteristics, curricula and plans, ideological relations and other methods. "Teach the basics, what's right and what's wrong, what you should know and what you shouldn't, because it's the teacher's job to teach, and don't discuss issues or offer choices." This is the thesis of the humanist psychologist K. Rogers, but it reflects the closest reality. The same author writes: "We are facing a completely new situation in education, in which the purpose of education is to help change and learn if we are to survive, and the educated person has learned to learn, is a person who has learned to change. He clearly understands that no knowledge is reliable, only the process of seeking knowledge is the basis for reliability." These words are no less than the current state of education in our country. Therefore, the system of teacher training should be changed accordingly.

To date, three interrelated stages of professional development of teachers can be distinguished: work at school, training at a training institute, personal self-awareness and self-education.

The first stage includes the existence of two interrelated directions of activity: firstly, the creation of conditions for the emergence of the need for creativity and the creation of conditions for its development, and secondly, teachers organizing work on improving their professional qualifications. Both of these directions can be implemented with the support of the school administration, methodological associations, and creative groups. In our opinion, this work should be in various forms, in particular: organizing a permanent seminar for sharing experience in pedagogical work, discussing ideas on modern methods of education and training, developing constructive and methodologically advanced test lessons, pedagogical conducting diagnostics of the level of culture, training in methods and skills of pedagogy of new knowledge.

Theoretical material selected close to the real pedagogical experience in the seminars held at the school easily encourages the teacher to independently understand and learn the difficulties and contradictions that arise in practice, of course, only real activities can be imitated in the seminar conditions. However,

experience shows that the teacher, if he develops an appropriate professional and personal position in relation to his work, transfers them to the real pedagogical process without much difficulty.

In the same seminars, teachers learn self-diagnostic methods of developing the level of pedagogical culture, which, in our opinion, is one of the most serious incentives for self-development. S.G. Vershlovsky writes: "The experience of the best pedagogical team of schools convinces us that special attention is paid to arming new teachers with analytical methods in the process of analyzing the academic and extracurricular work of a young specialist and determining ways to improve it. Their development serves as an important condition for the objective assessment of their training and personal qualities by young professionals. As a result, foundations are created for the development of a self-improvement program by new teachers. In this case, such a program is understood as the intention of a young teacher to make absolutely clear changes in his work, to develop qualities of certain professional importance". we can talk about specialists, but also about teachers with certain work experience, because "a comparison of the opinions of four groups of teachers (pedagogical work experience of 5, 10, 20 and more than 20 years) of practical pedagogical work experience helps to understand the essence of pedagogical culture showed no significant effect", and secondly, the development and use of programs and methods for studying the pedagogical culture of teachers, the availability of large-scale and sufficiently advanced tools for self-study.

It is natural to assume that the new level of self-requirements will prepare teachers for the second stage of professional development, "Practice shows that the real pedagogical method of professional development is carried out by the teacher in the school, in his comprehensive is formed through information.

We need to talk about a completely different pedagogical culture, the adoption of new pedagogical thinking by teachers, the development of a new paradigm of education and a new position in education. Integration, differentiation, specialization, authorization of pedagogical experience are recognized as the main principles of this stage. Integration means the transition from the study of individual educational processes to the teacher's formation of a holistic pedagogical picture of the world. Differentiation implies multi-level programs of continuous education, their free choice by the teacher and maximum individualization of continuous professional training. Specialization includes general pedagogical, psychological, special science and special branches of methodical training. The principle of allowing pedagogical experience does not mean teaching "what the teacher should know", but developing the positive things he has already achieved and constitutes the original, individual creative beginning of his pedagogical activity.

Currently, continuous education is considered as a principle of personal development. "Continuous education is the principle of personality formation, which should open to people of any age and accompany a person throughout his life, contribute to his continuous development, contribute to his own development. Determines the creation of such education and training systems.

Problems related to self-education have been considered by many scientists: teachers and psychologists in different aspects.

If we turn to the interpretation of a person's desire for self-education in Russian psychology, we can see that, as a rule, it is connected with such concepts as self-determination and self-awareness, and we often see them in different combinations.

S. L. Rubinstein directly talks about the self-determination of a person, considering it an important characteristic of a person, an indicator of his maturity, revealing his "qualitative reliability" in the system of real interactions with the outside world, his self-esteem expressed in the notation z_i . By understanding one's current state and actions in terms of a desired and realistic future and evaluating what has been achieved in the past, one's self at a given time for a given system of relationships, in other words, determining one's own destiny It involves understanding what you need to do now to become who you want to be in the future." He also stated that "if a person's potential and capabilities are not

realized, he will become deaf and die, and a person will grow and be formed through them only if he is objectively and objectively realized in the product of his work." It is important that a person reveals his essence by resisting the overpowering influence of the environment with his active actions or by contributing to its positive influence by trying himself in different roles.

Such an approach to the activity of self-education allows scientists to go beyond the narrow scope of understanding the problem, connecting it with the formation of a person in general and his spiritual needs in particular. "If by self-education we mainly understand the independent acquisition of knowledge, then intellectual self-education is not completely consistent with self-education. In this case, the concept of intellectual self-education is broader than the concept of self-education, because in addition to acquiring knowledge, it also includes the development of intellectual qualities and abilities," writes A. Ya. Aret, therefore self-education although self-education has a common feature with self-education, it has its own goals, content, and development process. Therefore, A.K. Gromtseva distinguishes three levels of self-education: spontaneous, purposeful and systematic. S.B. Elkanov distinguished three groups of techniques that allow the teacher to influence his personality: self-information, self-stimulation and self- the organization of the zine.

In our era of serious economic and social changes, these statements by scientists about the need to actively and responsibly react not only to the professional training of a person, but also to his social role as a social being. Personal development and self-improvement seem not only relevant, but also very necessary for a better understanding of the deep meaning of self-education in the process of teacher training.

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