GOALS AND OBJECTIVES OF IMPROVING THE QUALIFICATION OF FUTURE TEACHERS USING TIPS (THEORY OF INVENTIVE PROBLEM SOLVING) TECHNOLOGIES

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Annotation. Modern socio-economic conditions impose new requirements for the training of competitive specialists, the comprehensive development of the individual, which can be considered the highest result in any pedagogical technology. This article provides information on the goals and objectives of using TIPS technology to improve the professional skills of teachers.

Keywords: TIPS (Theory of inventive problem solving), inventive tasks, professional skills, competence, competence, creative abilities.

The main goal of modern education is to ensure its high quality, taking into account the constantly changing needs of the population. In this regard, higher education is faced with the task of preparing a specialist who has a number of qualities that will allow him to adapt to a rapidly changing world after graduating from an educational institution, who will be able to independently develop and acquire the necessary knowledge, skills, abilities and qualifications.

The main vector determining the development of a specialist is his intellectual courage in mastering the methods of "assimilation" of knowledge, creativity in thinking, and the ability to independently and thoroughly assimilate knowledge in the learning process. TIPS is becoming an important approach to qualitatively improving the effectiveness of education, developing the ability to analyze, creative thinking, and identifying emerging contradictions.

Creativity - appears in various situations of activity. Interest, inspiration, aspiration, etc. include the process from the emergence of creativity in the human mind to its highest manifestation. The need for creative activity of a person implies a desire for new, previously unattained creative goals in activity. Today, the problem of introducing preschool children to TIPS technology is especially

relevant, since the decline in interest in reading in children cannot be overemphasized. Therefore, it is recommended to tie the child to books, to conduct reading in preschool age in accordance with federal state educational standards, otherwise it will be difficult to educate the student in the future, which will negatively affect not only the development of a particular child, but also the spiritual and moral potential of society as a whole.

Pedagogical, psychologist, and linguist scientists such as K.D. Ushinsky, E.I. Tikheyeva, E.A. Flerina, L.S. Vygotsky, S.L. Rubinshtein, A.V. Zaporozhets, A.A. Leontiev, F.A. Sokhin, who have studied this issue, emphasize the importance of introducing children to the beauty of their native language and developing TIPS technology.

Through teaching TIPS technology, the child learns to analyze the past, present and future of the world. In order to experience TIPS technology, emotions and various TIPS games, the child needs systematic influence from others and adults in order to develop his mental abilities.

Theory of Inventive Problem Solving (TIPS) - created by Soviet inventor Heinrich Altshuller and his followers to improve the creative process of scientists

G. S. Altshuller studied over 40,000 patents and copyrights between 1946 and 1971, classified solutions into 5 levels of inventiveness, and identified 40 standard techniques used by inventors. Together with the Algorithm for Solving Inventive Problems (ARIZ), this became the core of TIPS.

Advantages of using TIPS elements:

• a universal set of tools that can be used in mandatory classes, game activities and regular moments;

• allows you to reveal the individuality of each child;

• stimulates the exchange of original ideas;

• helps you feel the taste of success in achieving your goals;

• stimulates creative, active, independent thinking;

• develops children's imagination, embodied in play, practical and artistic activities; helps to form a person who can offer non-standard solutions, find a way out of a difficult situation, help others look at the problem from a different perspective.

The starting point of the TIPS concept in relation to preschool children is the principle of natural learning. When teaching a child, the teacher should proceed from his own nature. Also, L.S. Vygotsky noted that a preschool child perceives the curriculum to the extent that it is unique to him.

The purpose of using TIPS technology in kindergarten is, on the one hand, to develop such qualities of thinking as flexibility, mobility, systematicity, dialecticism, and, on the other hand, to develop search activity, a desire for innovation, speech and creative imagination.

TIPS for preschoolers:

- this is a system of collective games and activities aimed not at changing the main program, but at increasing its effectiveness.

- according to the founder of this theory, G.S. Altshuller, "a controlled process of creating new things, combining precise calculation, logic and intuition."

The use of TIPS in teaching preschoolers allows children to grow up to be real inventors, becoming creators and generators of new ideas in adulthood.

TIPS technology also develops such moral qualities as the ability to rejoice in the successes of others, the desire to help, and the desire to find a way out of a difficult situation.

The main difference between TIPS technology and the classical approach to preschool development is that it allows children to independently find answers to questions, solve problems, analyze, and not repeat what adults say.

TIPS is a scientific technology of creativity aimed at consciously controlling certain processes. And like any science working at the frontier of knowledge, it combines rigorous scientific approaches and a certain art.

TIPS is a technology that can be used as a universal tool in almost all types of activities (both in education and in games and in ordinary moments). It allows you to form a single, harmonious, scientifically based model of the world in the mind of a preschooler. A successful situation is created, the results of the solution are exchanged, the solution of one child activates the mind of another child, expands the scope of imagination, stimulates its development. Technology gives each child the opportunity to express their individuality and teaches preschoolers to think outside the box.

Training using TIPS methods is conducted as a search for truth and essence, leading the child to a problem and a joint search for its solution.

The Address sent by the President of the Republic of Uzbekistan to the Oliy Majlis (Parliament) specifically recognized that our people, knowing the essence and value of education, have always strived for knowledge and enlightenment, and that only enlightenment can lead a person to perfection and a nation to development. It was emphasized that in developed countries, great attention is paid to investing in the full cycle of education, that is, investing in the upbringing of a child from 3 to 22 years old, and that this investment brings 15-17 times the benefit to society, therefore, education should continue from childhood throughout life.

The task of deepening knowledge in the field of TIPS technology is as follows

1. Introduction to innovative technologies.

2. Collection of materials for work in pedagogical activities using TIPS technology.

3. Selection and highlighting of more effective methods and game activities that will help children in independent activity. Use of the TIPS approach in everyday communication with children.

4. Use of TIPS technology for preschool children

5. Development of a long-term plan for working with children.

6. Conducting consultations for teachers and parents

7. Additionally: collection of presentations for teachers

Preschool education is considered the primary link in the continuous education system, which is of great importance in raising a healthy and well-rounded child and preparing him for school.

The cognitive process in preschool children occurs as a result of creative activity. In order for the child to search for and manifest his creative activity in the process of completing a given task, there is a need for purposeful, planned, self-aware activities with norms and criteria. This requires the child to master the objects of the environment and knowledge about them, as well as to create educational effectiveness, relying on previous types of activity.

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