

INCREASING CREATIVE COMPETENCE OF STUDENTS AND STRENGTHENING EDUCATIONAL EFFICIENCY BASED ON INDIVIDUAL APPROACH

Zulfiya Aytbayevna Jumaniyazova
Chirchik State Pedagogical University

Abstract:

On the fundamental principles of forming a competency-based approach in the paradigm of modern education, which allows for the assignment of an important didactic goal to students' independent work.

Keywords: pragma, competence, didactic, creative, process, method, direction, interactive.

Introduction

Currently, the issue of developing modern skills and abilities in future specialists at the necessary levels for professional activity is relevant. Despite the fact that educational, upbringing, and developmental continuous, individualized pedagogical approaches are implemented systematically at each level of continuous education, it is difficult for future specialists to quickly integrate into the pedagogical community, adapt to a competitive environment, and engage in quick and effective communication with colleagues and other educational subjects. It is important to take measures to teach students to move in accordance with societal demands in order to prepare them for the professional and creative environment at an early stage of their higher education. The more systematic and effective these measures are based on technologies, the more students will be integrated into the pedagogical community, that is, the convenient organization of professional practice, and ultimately the quality of education will be achieved.

It is observed that students feel the need for creative skills and abilities, such as decision-making in various creative relationships, expressing their opinion, and emerging from pedagogical conflicts without psychological pressure, through convenient compromise, not only during their professional activities, but also in higher education. It is precisely on the basis of creative skills and abilities that creative competence is formed. The insufficient development of creative competence among students leads to staff turnover in the future. That is, a student who does not experience stability in their professional choice not only fails to properly and purposefully construct their academic trajectory, but also fails to have sufficient opportunities for recognition in the professional space, pedagogical communication, free participation in creative relationships, and convenient movement. In this regard, the educational process, in addition to theoretically and practically teaching the student the secrets of the profession, requires the creation of the necessary pedagogical and psychological conditions for his development as a member of society, a person who approaches himself and his actions with responsibility. In this regard, M. Rubinstein, due to the great creative influence of the educational institution on the learner, says the following: "A modern school should not only teach, that is, provide knowledge, but also create a positive, educational environment in the institution." Therefore, although the student, as a learner, is a mature individual, has an independent opinion, and is capable of forming critical conclusions, it



is natural that the environment created in the educational institution has a direct impact on him. Students' creative competence is manifested in engaging in creative relationships in any environment. When it comes to creative competence, there is a need to study the concept of creativity and its age-specific development, analyze it, and summarize the obtained data.

Quality changes in the field of education and high efficiency depend on their compliance with global educational requirements, the achievement of positive results in the professional training of students in our country, and the implementation of continuous and individual approaches to the development of creative competence, primarily the level of acquired competencies. It aims to implement plans in various spheres of life, such as education, business, interpersonal relationships, family, and physical education. Another important goal of the coach is to teach students to think and think differently.

A harmoniously developed individual possessing these qualities is formed in the system of continuous education. Continuous education is the foundation of the personnel training system, "creating the necessary conditions for the formation of a creative, creatively active, spiritually rich personality and the rapid training of highly qualified, competitive personnel."

Therefore, in an individual and systemic approach to developing students' creative competence, the individual is based on scientificity in their work. On the contrary, mental stagnation, dependence, dogmatism, blind obedience, blind imitation are vices in creative life. Therefore, the inability of young people to find their place in education, society, family, and life leads to a loss of value in society. A person who does not have self-esteem and dignity faces many obstacles in life. He quickly succumbs to unstable and negative influences, and his place as a person is gradually being lost. One of the main signs of personal independence is creative competence.

Today, in the process of the struggle for the mind and heart of young people, the period of pedagogical study of all aspects of creative life has arrived, and the need for creative pedagogy in this regard is dictated by the era itself, as pedagogical scientists M.K. Kuronov and 3.K. Kurbaniyazova have emphasized.

There arose a need to elevate creative duty, creative responsibility, in short, the creative task to the level of professional activity. Accordingly, Professor M.K. Kuronov sets the following professional requirements for creative pedagogy specialists:

- Providing creative information, that is, providing information about the spectrum of creative assistance and creative services provided to students;
- creative and legal assistance, that is, helping students and members of society to realize their rights;
- creative and rehabilitation service, that is, assistance in restoring the spiritual, moral, emotional, and psychological state of people;
- social and economic assistance, i.e., cooperation in obtaining benefits and compensation, organization of material assistance to orphans and graduates of orphanages;
- provision of creative medical assistance, that is, creative patronage of children, prevention and rehabilitation of cases such as smoking, alcoholism among minors;
- creative-psychological, i.e., helping to create a healthy environment in the family, various micro-societies;
- creative-pedagogical, that is, parents' awareness of their rights in raising children, creating conditions for them, resolving conflicts between the teacher and the student. The formation of a



student's ability to feel creative duty encourages them to fulfill their creative duty faithfully in the future.

Therefore, in the course of the research, it became clear that feeling creative duty is different, and its execution and demonstration in practice is different.

Based on this, the question of creative duty and creative responsibility is considered in the form of fostering motives for creative behavior in individuals.

In pedagogy, one should not forget the fact that today's children are actively performing actions with the help of adults, so the foundation of their upbringing should be directed towards self-education, as they must do it independently tomorrow. In essence, upbringing is a creative phenomenon, a creative reality, a process of preparing a person for creative and professional relationships based on spiritual and moral, diligent, and patriotic self-education.

Currently, a continuous and individualized approach to developing the creative competence of future specialists, their spiritual growth, and the expansion of their worldview are also intensifying their desire to effectively organize the work process, establish and develop their creative potential. Interest in work, creativity, and a person's place in society is interconnected with the creative position of young people, their individual characteristics, as well as their self-esteem, legal and moral self-awareness. It is important to note that researchers define activity and creativity as both a quality and a process.

One of the best ways to enhance the creative potential of a university student studying in the field of pedagogy is independent creative activity.

This method develops the student's skills in forming an existing scientific problem, developing a scientific and practical solution, achieving the optimal solution result, and proving it.

Independent creative activity plays a crucial role in developing students' effective professional skills

Independent creative activity teaches students to demonstrate the knowledge they have acquired during the lesson in life, to make independent decisions based on creativity without the participation of the teacher.

The correct formation of independent creative activity should increase the possibility of mastering any subject, in a sense, motivate the student to acquire knowledge, skills, and abilities, and increase their motivation.

Today, situations such as the fact that independent creative activity is defined as a burden of the educational process for the student's personality, that the topics of independent creative learning are identical to the topics of the direct subject program, that the topic of independent work is not focused on a specific problem, but in most cases is covered through ready-made materials from various sources, and that independent creative work is not applied in practice, are one of the current problems in the effectiveness of education quality.

Pedagogical management of students' independent creative activities.

- Student planning their actions
- to choose one's goals, identify ways and means of achieving them;
- Combine their capabilities to solve given tasks.
- Monitor and adequately evaluate their activities
- self-monitoring and self-assessment of their subsequent actions.

The following forms can be used in organizing students' independent and creative work:



- independent study of some theoretical topics in the library with the help of educational literature and clarification of the essence of the topic;
- independent mastery of assignments in computer classes using electronic textbooks, virtual stands, multimedia software packages, or interactive computer programs that teach and control knowledge;
- performing calculation-graphic, tabular-diagram work based on specific goals;
- Preliminary preparation for laboratory or practical classes, defining their goals;
- participation in competitions for the creation of a layout, model, samples, details or computer programs and their demonstration;
- preparation of a report or lecture on a given topic, presentation at seminars or anju-man;
- completing extracurricular examples and tasks, theoretical questions, and test assignments for subjects;
- working with information sources of regional educational portals, using information and educational resources of other educational institutions;
- preparation for types of control or written work conducted on the basis of a rating system according to the instructor's instructions;
- completing non-traditional examples, tasks, or assignments to participate in science Olympiads;
- organization of simulation games, preparation and analysis of their scenarios;
- active participation in business contracts concluded with production organizations

If we consider the organization of independent student work from the perspective of a competency-based approach, then O.Yu. Polyanichko defines the formation of self-education competence as the main goal of the system of independent extracurricular work of students. The independent creative activity of students, according to E.N. Trushchenko, can be carried out in specific conditions

- ensuring the motivation of students' attitude towards independent creative activity through the development of internal, external, and procedural motivation;
- designing training courses as a system of professionally oriented tasks, their solution allows the student to transition from educational activity to professional activity;
- methodological support for the educational activities of students using the capabilities of telecommunications technologies;
- ensuring control over the independent creative activity of students based on monitoring the process of professional development of the future specialist's personality.

In the modern educational paradigm, the main principles of forming a competency-based approach, allowing for the assignment of an important didactic goal to students' independent work, are reflected in the works of O.E. Lebedev. According to these principles, one of the main meanings of a competency-based approach to education is the formation of the ability to work independently and creatively, as well as the organizational foundation of education.

The main process within the competency-based approach is the independent creative activity of students.

Therefore, independent creative activity of students is viewed, on the one hand, as a type of activity, and on the other hand, as a system of events or pedagogical conditions that guide students' independent activity.

Independent creative activity of students has a didactic potential, as in the process of independent



creative work, both the acquisition of knowledge about the educational material and the expansion of these knowledge, the formation of the ability to work with various information, and the development of analytical skills occur.

The competency-based methodological approach to organizing students' independent creative activity allowed for the consideration of the achievement of the corresponding level of competence required by students as a result of independent creative work and the identification of the main features of students' independent creative activity:

- purposefulness;
 - awareness;
 - structure;
 - Efficiency
- creativity.

Therefore, within the framework of a competency-based approach to specialist training in higher education institutions, it should be considered as an internal motivational activity that helps students gradually transition from independent creative activity to professional activity. The implementation of a competency-based approach in the process of organizing students' creative independent activities implies a personal contribution to the development of the student's professional activity.

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