

THE PRACTICAL STATUS OF DEVELOPING STUDENTS' PROFESSIONAL-CREATIVE SKILLS IN AN INDIVIDUAL EDUCATIONAL ENVIRONMENT

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Abstract:

Professional mastery of students is manifested in deep assimilation of acquired knowledge, solution of educational tasks, development of creative qualities. It is known that the process of personality development occurs under the influence of a number of factors. These are heredity, education and social environment. Motivation of learning, which is an element of education, plays an important role in preparing students for pedagogical activity. In addition to managing academic activity in the higher education system, it is also aimed at developing self-control and self-awareness in the student.

Keywords. Individual education, development, personality, creativity, students' problems, science, education.

Introduction

INDIVIDUAL TA'LIM MUHITIDA TALABALARNING KASBIY- IJODIY KO'NIKMALARINI RIVOJLANTIRISHNING AMALIYOTDAGI HOLATI

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Annotatsiya

Talabalarning kasbiy ko‘nikmasi o‘zlashtirgan bilimlarni puxta egallash, ta’limiy muammolarni hal etish va ijodiy sifatlarni rivojlantirish bilan namoyon bo‘ladi. Ma’lumki, shaxsning rivojlanish jarayoni qator omillar ta’sirida yuz beradi.

Bular irsiyat, ta'lim-tarbiya va ijtimoiy muhit hisoblanadi. Talabalarning pedagogik faoliyatga tayyorlashda ta'lim-tarbiyaning elementi bo'lgan o'quv motivlari muhim o'rin egallaydi. Oliy ta'lim tizimida o'quv faoliyatini boshqarish bilan birga talaba shaxsida o'z-o'zini nazorat qilish va anglash kabilarni ham shakllantirish ko'zda tutiladi.

Kalit so'zlar. Individual ta'lim, rivojlantirish, shaxs, ijodkorlik, talaba muammo, fan, ta'limi.

ПРАКТИЧЕСКОЕ СОСТОЯНИЕ РАЗВИТИЯ ПРОФЕССИОНАЛЬНО-ТВОРЧЕСКИХ НАВЫКОВ СТУДЕНТОВ В СРЕДЕ ИНДИВИДУАЛЬНОГО ОБУЧЕНИЯ

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Аннотация

Профессиональное мастерство студентов проявляется в глубоком усвоении полученных знаний, решении учебных задач, развитии творческих качеств. Известно, что процесс развития личности происходит под влиянием ряда факторов. Это наследственность, образование и социальная среда. Мотивация учения, являющаяся элементом образования, играет важную роль в подготовке студентов к педагогической деятельности. Помимо управления академической деятельностью в системе высшего образования, она также направлена на развитие самоконтроля и самосознания у студента.

Ключевые слова. Индивидуальное образование, развитие, личность, творчество, проблемы учащихся, наука, образование.

Introduction

Professional training of future teachers that meets the modern requirements of scientific and technical progress is a necessary condition for achieving high results in all forms of an effectively organized educational process, stability of labor relations and satisfaction of their needs. In this regard, the development of self-awareness and creative abilities of the student, ensuring the constitutional



human rights to education, is of great importance in the development of professional training.

As a result of the clash of centuries and civilizations, all aspects of human life are moving to a new level. This necessitates the development of professional and creative skills of students in the system of higher pedagogical education.

Professional and creative skills of students of preschool educational institutions of higher educational institutions are understood as a set of personal qualities and characteristics that encourage them to apply current theoretical and practical developments and innovative ideas in practice in a purposeful manner, to seek their own creative direction in the chosen field of pedagogical activity.

Students' professional skills are manifested in the thorough mastery of the acquired knowledge, the solution of educational problems and the development of creative qualities. As is known, the process of personal development occurs under the influence of a number of factors. These are heredity, education and upbringing and the social environment. Educational motives, which are an element of education and upbringing, play an important role in preparing students for pedagogical activity. In the higher education system, along with the management of educational activities, it is envisaged to form self-control and awareness in the student. Cognitive motives related to the content of educational activities and the process of mastering them, as well as social motives covering the student's relationships with other individuals, also ensure the formation of professional skills in them. Students, as future educators and educators, must acquire special knowledge, skills and qualifications that will be effective in performing tasks in a particular field of activity. The Regulation on the National System for the Development of Professional Qualifications, Knowledge and Skills defines professional skills as a quality or skill that expresses a person's ability to perform certain labor functions, acquired in the educational process or through personal experience. Therefore, it can be said to be a practical action necessary to perform a certain job or task.

In an individual educational environment, the student's shortcomings are not discussed collectively, but rather individually, as a result of analyzing his interests and abilities, and exchanging ideas with the student about his abilities and interests in knowledge can lead to more positive results than discussing his shortcomings.

According to Ya.A. Komensky, improving professional training is the process of acquiring new and additional knowledge in the main and relevant profession, specialty [1]. Only if students have professional skills, the path to professional activity opens up. Professional development is the process of deepening knowledge and skills in this area, the successful completion of which allows them to perform more complex work within a certain profession, specialty.

E.P. Torrens identified the criteria for creativity in students, in his opinion “The first criterion is non-standard, which is similar to creative ability and originality, and is a broader concept than originality. The second criterion is awareness. This implies the student's ability to find a solution to the problem” [2]. The goal of higher education is to systematically develop the level of professional and general knowledge of future educators, to train highly qualified specialists.

N.V. Martishina defines “creativity as a product of a person’s pedagogical skills” [3].

Based on the analysis of theories on the development of professional and creative skills in students, they can be divided into six types:

Professional and creative skills of students can be developed through meetings, round tables, events, master classes, studying the activities of experienced teachers, and cooperation with other educational institutions aimed at developing preschool specialized subjects, various pedagogical activities.

According to A.K. Markova, “The development of students’ creative abilities is carried out under internal and external influence, that is, internal influence is the desire to gain knowledge and work on oneself, the orientation of values and interests to the educational process, and external influence is the requirements imposed by society on highly qualified specialists based on objective needs and demands [4]. To develop students' professional and creative skills, it is necessary to create an adaptive learning environment for heuristic, self-awareness. An adaptive environment is associated with the educational process and environmental conditions. In addition, it includes the availability of teaching aids, information technologies, the scientific basis of metaplan cards and instructions, the provision of the audience with material and technical resources, and a positive psychological climate in the group.

V.I. Andreev identified the qualities of a creative person. Personal qualities include the ability to defend their creative work, moral example, honesty, adherence to humanitarian principles, humility, courage, determination,



individual characteristics and activity [5]. In addition to professional and creative skills, students should be able to analyze the implementation of their plans, organizational skills and achieved results.

V.P. Bespalko considers professional skills to be a process that is carried out through study-learning, collective-individual research, mastering experiences and applying them in practice, and self-education [6]. In this case, conditions are created for students who do not have basic professional skills and knowledge to undergo practical training. In our opinion, professional training is the process of systematically acquiring practical knowledge, skills, and qualifications necessary to perform a specific task or group of tasks in a specific field of activity.

The current stage of development of modern higher education, the process of professional training of students in state and non-state higher education institutions imposes qualitatively new requirements on its organization, content and methodology and offers modern approaches to increasing its effectiveness. Constructive and realistic pedagogical strategies in the field of higher education should be based on a deep analysis of professional needs, taking into account the long-term prospects of the socio-economic, scientific-technical and cultural development of our country and the world. Historical and pedagogical analysis of students' professional training shows that the transition to a new system of socio-economic relations occurs with the process of abandoning the stereotypes of traditional professional forms. The new image of the profession chosen by students as a psychological and pedagogical phenomenon has a significant impact on the process of professional training of preschool education specialists in the higher education system. The development of students' professional training in higher education depends on the content and method of organizing education [7]. At the same time, improving higher education policy, restoring the state's responsibility and active role in this regard, requires the establishment of a system of comprehensive use of scientific and practical programs to organize the educational process in educational organizations based on modern approaches. One of the most important directions of higher education policy at the present time is the development of professional and creative training of students, ensuring its high quality based on meeting the current and future needs of the individual, society, and the state.

As L.S. Vygotsky noted, "in this matter, the educator should be able to answer the questions: what will the development process look like in a year, what will be the

level of problem solving at the next stage of development, what will be the end of the development process, and finally, what characteristics will a mature person have?" [8]. At the same time, in our opinion, certain difficulties and unresolved problems of professional and creative training in the educational process of students are also evident. It is known that today in the process of higher education, the internal isolation and "self-sufficiency" of the professional training process of students, the insufficient development of the scientific and practical foundations of their professional training, the lack of a teaching staff that does not meet the requirements of state educational standards, the lack of an educational and material base for conducting various types of training, the ineffective cooperation of higher education institutions with preschool educational organizations, etc. have a serious impact on the formation of professional and creative skills of students [9]

I.M. Sirojiddinova's scientific research is aimed at identifying the stages of development of students' professional and creative skills and factors affecting motivation. The scientist identified methods of pedagogical diagnostics of students' mastery levels (specific analysis, intensive training, problem situations, non-standard tests).

According to the level of development of the individual, the factors influencing the development of professional and creative skills are divided into three groups.

1. External factors - requirements set by the teacher.
2. The need and interests for the development of professional and creative skills.
3. The interaction of external requirements with a real situation that encourages personal change [10].

Therefore, in order to organize the process of developing professional and creative skills in students, it is necessary to pay attention to the use of problem lectures, case studies, training and seminar classes. It is also advisable to use extracurricular forms of heuristic conversations, video excursions, exhibitions, creative competitions, workshops of artistic creativity, and various forms of manual labor. The implementation of the listed forms ensures optimal organization of the process of developing professional and creative skills.

The above considerations confirm that the development of professional and creative skills of future preschool education specialists is one of the urgent problems of modern education. This issue is solved as a result of the use of various methods, forms and technologies in the joint activities of the professor-

teacher and the student and their solution. Self-awareness and development of students in the educational process provides an opportunity for professional and creative preparation for pedagogical activity. In the process of higher education, future teachers should be prepared for professional activity and develop personal qualities. It is advisable for professors-teachers to teach students interactive methods and modern technologies in educational processes, as well as to form the skills to apply them in practice. It is also necessary to correctly direct students to set strategic goals from the first and second stages, and to interest them in scientific research activities (writing theses, articles, BMI). At the same time, it is necessary to encourage creativity in students and motivate them for personal growth.

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