



DEVELOPMENT OF CREATIVE ABILITY IN STUDENTS ON THE BASIS OF A COMPETENT APPROACH

Gadaymoratov Shuhrat Mamayusupovich
Senior Teacher, Termiz State Pedagogical Institute

Eshpolatova Jang‘il Eshankulovna
Teacher, Termiz State Pedagogical Institute

Abstract:

This article presents opinions on improving creativity among primary school students. In it, the role and importance of motivation of creative abilities in elementary school students to acquire the necessary knowledge, skills, qualifications and competencies and to be able to apply them to life, as well as to determine the creative thinking abilities of elementary school students and specific aspects of the development of creative thinking motivations are described.

Keywords: Student, education, thinking, creativity, skill, skill competence, thinking, creativity, ability, freedom.

Introduction

The goal of materials and methods in the development of creative activity is to provide advanced training for students to exchange ideas, imagine, create and solve problems. This goal is implemented in the following directions.

Part of the research methodology. It is known that the peculiarities of the development of creative abilities in students based on the competence approach, in the concept of the development of the general education system of the Republic of Uzbekistan until 2030, the improvement of the teaching methodology of the educational process in general educational institutions, the gradual implementation of the principles of individualization in the educational process; based on international experiences, the introduction of advanced standards into general education institutions, including the step-by-step transition from education focused on acquiring theoretical knowledge to the educational system focused on the



formation of practical skills in educational programs, were identified as important tasks.

Secondary special education and general education are aimed at mastering the necessary knowledge, skills and abilities.

The stages of general secondary education (grades I-XI) are as follows:

primary education (grades I-IV);

basic general education (grades V - IX);

general education (grades X - XI).

Children are admitted to the first class of the general education organization in the year when they turn seven years old.

Primary education is aimed at forming the foundations of literacy, knowledge, skills and skills necessary for students to continue general secondary education. In accordance with the curriculum of basic secondary education, it provides students with the necessary amount of knowledge, skills and skills, and develops the ability to think and analyze independently.

In the framework of basic general education (after the VI class), measures are taken for professional diagnosis and vocational orientation in order to form primary knowledge and skills of the students. provides. (Article 9 of the Law on Education).

Part of the analysis of the literature on the subject: improvement of the teaching methodology, based on the step-by-step application of the principles of individualization to the educational process, reflects the competences that students acquire as a result of technology. Educational problems based on the improvement of the teaching methodology and the gradual application of the principles of individualization to the educational process are widely researched in the science of primary education pedagogy. It serves to describe some idealized objects that are expressed in the ideal conditions of ability. In the chapter called Creative Grammar as a Theory of Linguistic Competence, he does not refer to the concept of competence, but argues that competence, being able to apply something based on knowledge about something (actual use of language), is a fundamentally different concept.

Competence (a Latin word that means I will achieve, come right) is the subject's readiness to set a goal and effectively organize external and internal resources to achieve it, in other words, it is the subject's personal ability to solve certain



professional issues, but the term competence serves to express knowledge, skill, skill and ability. [101; - b. 39-44.]

Interprets the concept of competence as a general ability based on knowledge, values, abilities, which allows to predict the relationship between knowledge and situation, knowledge and action to solve a problem. It can be concluded that competence is the inherent ability of a person to solve a certain problem based on existing knowledge, skills and life experiences. Noting that most of the definitions given to the concept of competence are stated in connection with professional education, professional ability, but in connection with general secondary education, there is a special need to clarify its essence due to the fact that this concept has the description of innovation, and competence exceeds the social requirements (norms) for the student's educational preparation, which is necessary for effective productive ability in a certain field. came to the conclusion that. From the point of view of project ability, he proposes to divide the competencies into the following types: "reflexive competence: Self-evaluation, specific demand for the achievements and shortcomings of one's personality and abilities, the ability to understand the reason for one's creative achievements and failures; cognitive competence: the ability to independently acquire new knowledge and skills, to apply ideas of independent development; informational competence: acquisition of special skills for obtaining, processing and using the necessary information; ways that communicative competence helps to achieve a high level of communication; social competence: understanding of the social significance of reality, the ability to take responsibility, manifestation of the connection of personal interests with the needs of society. It was found that there is no generally recognized essence of the concept of competence and no single classification of competences. At the same time, the results of the analysis allow us to think about the generality of the approaches to the problem in foreign and national pedagogy and the acmeological direction of the creative competence of the individual. In this scientific-research work, in agreement with the opinions of most authors, the categories of competence and competence were distinguished as a personal experience of acquiring a certain type of ability and general, not related to the person. As an impersonal reality, competence is viewed as a set of theoretical and empirical knowledge presented in the form of concepts, principles, and rules. A number of scientists note the aspect of competence related to ability. Also, according to the scientist, the essence of the



concept of competence in this place is manifested in the following two ways: competence is a set of personal qualities of students and the basic requirements of the professional field.

- 1) an integral characteristic, a description of a person;
- 2) successful ability in a certain field, situation;
- 3) the ability of a person (specialist) to realize his potential in professional capacity. [96; p. 6].

Analysis and results: The analysis of scientific sources, in accordance with the norms and standards accepted by society as a social order in modern conditions, made it possible to understand competence as an integrative identity that reflects the readiness and ability of a specialist to implement abilities. Thus, competence is understood as an integrative personal dynamic characteristic of a person, which expresses his readiness and ability to implement effective skills in a certain field. Based on this basis, we clarify the concepts of creative competence and students' creative competence. The process of developing students' creative abilities based on the competence approach forms professional competence and creative competence in the specialist.

The ability-related component of creative competence reflects the heuristic use of the ability to search with a system of special methods in the process of solving professional problems that arise in front of him by the pedagogue and the ways of solving professional problems developed with the help of the teacher in the generalized pedagogical practice. However, taking into account that professional competence has a dynamic description, it is necessary to regularly assess the individual's ability for its better development. Based on this, we can say that it is necessary to include a reflexive-evaluative component in the structure of creative competence. Based on the results of the analysis of psychologists and pedagogues, the following components of creative competence were identified in our research work: the motivational-personal component, the emergence of the need for creative ability, the active increase of interest in the creative process and its results, the awareness of the personal and social importance of creative ability, the understanding of the need for continuous self-improvement
- cognitive component



- cognitive methods, i.e. analysis and synthesis, comparison, generalization and classification, concretization, induction and deduction, modeling and creative thinking; creative ability algorithms and strategies

- ability component

- relying on problem-research methods in the implementation of creative ability;

- readiness of a person to use algorithms and strategies of creative ability;

- reflexive-evaluative component

- a person's readiness to evaluate his own capabilities in order to determine the productive methods of creative ability and make adjustments to the next actions.

Methodical structure of development of students' creative abilities. [52];

Conclusions and suggestions In the modern socio-economic conditions, continuous education is relevant for a person throughout his life. Based on the formation and development of a person's creative potential, there are almost no studies on the formation and development of the experience of his creative ability. Traditionally, it is defined as the integration of knowledge, skills and abilities. This means that in the process of mastering the ability, the formation of experience occurs by itself. The pace of this process is determined by social factors, student's own actions and creative qualities, as well as identified factors. There is a close connection between the formation of a creative personality and creative education. From this comes the student's creative ability, as well as levels of creative preparation, readiness to implement and achieve them, and dependence.

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