



# MODERN METHODOLOGICAL APPROACH TO THE FORMATION OF CREATIVITY SKILLS OF STUDENT YOUTH

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**Annotation:** This article highlights the modern methodological approach to the formation of the creativity abilities of student youth, as well as the scientific ideas of specialists on communicative competence, as well as the importance of forming communicative competence in students in professional educational institutions.

**Keywords:** Creative thinking, education, technical support, consciousness, society is spiritually pure, physically healthy, interaction, communication, professional skills.

**INTRODUCTION.** The development of the ability to adapt to the innovations of the modern world, prepare the younger generation for the life of a constantly updated society and actively participate in the processes of improving it in accordance with the requirements of the time is an important professional task of the Educator of a higher educational institution. Creativity embodies the organization of the educational process, involves the construction of the creative process of creative education, the development of creative potential from educational technologies, the development of a balance of various styles, knowledge and skills. The essence of creativism is that while intelligence is a person's mental potential, creativism is the ability to freely use that mental potential in a goal - oriented way. The term creativity appeared in Anglo-American Psychology in the 60s. It indicates the ability, quality of individuality to create a new concept and generate new skills. J. Guilford shows a number of individual abilities that characterize creativity: – to be able to guide an idea in accordance with its purpose; – originality (originality); – curiosity; – the ability to create hypotheses; – to be able to fantasize (fantasy). In our country, as a result of consistent reforms in creating conditions for the realization of a person, his comprehensive maturation and well-being, interests, bringing the quality and effectiveness of education to a new level, opportunities are being created to widely implement the development of students' creativity skills on the basis of interactive teaching methods. Today, in order to improve the quality of education in the world and in our country, large-scale reforms are being carried out, it is difficult to face progress without providing education and its role and participation in the reforms in society. In this sense, comprehensive work is being carried out to create a system of higher education in our country that meets international requirements. Today, a number of practical activities are carried out in the Republic of Uzbekistan in order to set priorities for the systematic reform of professional education, to qualitatively take the process of training highly qualified personnel with independent thinking to a new level, to develop the social sphere and sectors of the economy based on advanced educational technologies. It was defined in the priorities of the PF 4947 “action strategy” of the president of the Republic of Uzbekistan Shavkat Mirziyoyev of February 7, 2017. Also, in the decision of the president of the Republic of Uzbekistan dated April 20, 2017 PQ – 2909 “on measures for the further development of the higher education system”, it is one of our main

tasks to establish and implement development measures in order to radically improve the higher education system, to radically rebuild the content of Personnel Training, create the necessary conditions for.

From the above established tasks, the formation of communicative competence of future teachers is one of the current issues in achieving educational effectiveness.

Reforms in the field of education of our republic entail the widespread use of effective factors of education, the establishment of conscious cooperation relations among the participants in this process, the formation of communicative competence of future teachers.

**RESEARCH METHODOLOGY.** The essence of pedagogical activity in the educational process is reflected in the content of the joint activities of the teacher and the student, in this process the educator helps the teacher to overcome the difficulties that have arisen. The main essence of pedagogical assistance is expressed in the description of the pedagogical process, its orientation to a specific goal, as well as the tasks that are solved in terms of the formation and upbringing of the individual.

In interactive lessons, the main focus of the teacher should be on increasing the activity of students. The peculiarity of these styles is that they are carried out only through the joint activities of educators and students. The process of such pedagogical cooperation has its own characteristics, which include: the student's compulsion to not be indifferent during the lesson, to think, create and seek independently; ensuring the permanence of students' interests in science in the educational process; strengthening students' interests in science independently with a creative approach to each issue; constant Organization of pedagogical and student collaborative activities.

The activities of the teacher in cooperation with the recipients of education, within the framework of the lesson system, are expressed in the following forms of educational organization:

1. frontal work to work at the same time as all learners;
2. group work: - work in static pairs; - work in groups; intergroup work; individual work.

Each of these organizational forms is characterized by the diversity of the joint conduct of collective and individual Education, the degree of independence of the learners by the variety of management of the teaching process by the teacher, etc. A simple rule in practice testifies to the fact that in the first 20 minutes of the theoretical lesson, the transfer of new knowledge to students is carried out, and then the knowledge given by debating, working in small groups and other similar non-traditional methods must be strengthened.

The purpose of any education is to form knowledge and skills and skills to be able to apply it in practice, to develop the necessary personality qualities and guidelines.

Therefore, pedagogical cooperation in the educational process is considered one of the main elements, mastering interactive educational methods that allow students to activate, think independently, and introducing them into the educational process is one of the urgent tasks of today. First of all, in increasing student activity, it implies the abandonment of the dialogue "educator - educator" and the transition to a three-way interaction in the form of "educator - group-Educator". The training team is divided into mobile subgroups in composition, and each of them absorbs the training material in its own way. Experience shows that thanks to this, a



much stronger connection is established between us and those who receive education, a personal and at the same time educational collective mental state is enhanced.

A collaborative movement of educators is formed, which promotes the activation of the educational - cognitive process, the formation of empathy, communicativeness in them: - in the process of performing the task cooperatively, motivation arises in educators to discuss the thoughts expressed by their comrades; - educators ask each other questions, so they need to know how to clearly formulate questions, to argumentate answers, and in order to achieve understanding.

Working in small groups relieves them of stressful situations, that is, when they respond incorrectly, they are free from fear, being in front of the whole team. The members of the group make it possible to create a sense of self-confidence in the response by assessing it amicably. In a group of 4-5 people, a coward feels much more free compared to behaving in front of a group of 25 people. This form of Education provides for the mutual enrichment of the knowledge of learners: only mutual exchange with the methods of cooperation and action (cognition), obtaining a common product - allows solving the problem.

The general purpose of the educational system is to tabulate members of a responsible harmonious society who can meet the requirements of a Democratic state equal to our society.

The law of the Republic of Uzbekistan "on Education" has today established a number of requirements that educators should improve and implement the effectiveness of Education. They should constitute the following:

1. Teaching skills
2. Discipline skills
3. Personal qualities that provide an approach to humanitarian principles in educational processes
4. Skill to objectively control and evaluate the knowledge of the learners

Through the development of pedagogical competence of Modern teachers in the process of professional activity, it can affect the life of the individual and its social development to a certain extent. The main goal of the development of the educational system in modern society is its intellectual and moral-spiritual development on the basis of the purposeful independent activity of the individual in various fields. Before developing the professional competence of a modern teacher, it is necessary to know the true essence of this concept, and then the ways to improve it.

In the scientific literature, the word competence is defined as follows:

Competence (from the Latin *Competentio* I achieve, meet, match) is the personal cognitive ability of a specialist in solving professional problems of a certain level. Also, competence is understood as the formally described requirements for the personal, professional, etc. qualities of employees of a particular organization, company (or some group of employees).

**ANALYSIS OF LITERATURE ON THE SUBJECT.** Professional competence is the acquisition by a specialist of the knowledge, skills and qualifications necessary to improve professional activity and the ability to apply them appropriately throughout their career. The



teacher, of course, implies the acquisition of knowledge and actions in a certain independent direction, while acquiring special cognitive skills. Therefore, professional competence also requires an educator's skill in enriching expert knowledge, being able to follow new information, being able to apply it, being able to research and be able to reproduce new knowledge and apply it to their activities.

K. Angelovski determines the structure of the teacher's professional competence through pedagogical skill.

Pedagogical skill is divided here into four groups:

1. The ability to "translate" the content of the objective process of education into specific pedagogical tasks: to study the individual and the team, to determine the readiness to actively master new knowledge and design on this basis, to develop the team and individual students; to identify the complex of tasks of education, upbringing and development, to concretize them and set a superior task.
2. The ability to build and establish a logically completed pedagogical system: comprehensive planning of educational tasks; a basic selection of forms, methods and means of its organization.
3. The ability to identify and establish relationships between the components and factors of education, to put them into practice: the creation of the necessary conditions (material, moral, psychological, organizational, etc.); activation of the student's personality, the development of his activities;
4. The ability to record and evaluate the results of pedagogical activity: introspection and analysis of the results of the educational process and teacher's activities; determination of a new set of dominant and subordinate tasks.

So a teacher is a person, a person and a person who occupies an important place in the process of his socialization, has a complex human image, embodies professional qualities, is a person. At the heart of the achievement in all spheres of social life lies the hearer and his labor. The teacher must have a pedagogical, psychological approach to the educational process, mastery of knowledge at the puhta level, the ability to behave in the process of communication and the ability to get out of various situations.

In place of the conclusion, it can be said that it is one of the urgent tasks to educate a competent person who has developed an all-round mature intellectual, is brought up with social qualities, is devoted to national and spiritual values, thinks in a new way, has his own personal and civic position, embodies all the qualities of a national ideology. All of the above-mentioned skills serve as the foundation for students, that is, future junior professionals, to organize their activities in the future, to independently manage work, to carry out scientific research work, to have their place in the team.

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