

**IMPROVING CREATIVE THINKING IN STUDENTS BASED ON INTERACTIVE
METHODS**

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Annotation: This article explores the importance of innovative-interactive techniques in the formation of creative thinking in today's students. The main focus in this is on improving the criteria and mechanisms for determining the development of creative abilities in learners based on a competency approach.

Keywords: Educational system, student, method, competence, communicative competence, interaction, communication, integration.

Introduction. In the world, extensive work is being carried out to develop existing human resources to find solutions to current global problems. An important area of work in this regard is the development of the higher education system. Today, very large-scale reforms are being implemented in the world and in our country to improve the quality of education, and it is difficult to move towards development without ensuring the role and participation of education and its role in the ongoing reforms in society. In this sense, extensive work is being carried out in our country to create a higher education system that meets international requirements. In the processes of globalization and integration of education in the world, the issue of developing the professional and social training of future specialists is being identified as one of the urgent tasks. The main tasks of improving the quality of personnel training in Uzbekistan, creating the necessary conditions for training highly qualified specialists based on international standards, establishing close cooperation between each higher educational institution and the world's leading scientific and educational institutions, widely introducing advanced pedagogical technologies, curricula and teaching and methodological materials based on international educational standards into the educational process, developing modern professional knowledge and creative abilities of students, scientific and pedagogical personnel, and effectively using interactive methods in working with a youth audience were identified as the main tasks of qualitatively improving and radically improving the level of higher education in accordance with the priority areas of the Action Strategy. Today, a number of practical measures are being implemented in the Republic of Uzbekistan to determine priority areas for the systematic reform of professional education, to raise the process of training highly qualified personnel with independent thinking to a qualitatively new level, and to develop the social sphere and economic sectors based on advanced educational technologies. This is set out in the priority areas of the Presidential Decree of the President of the Republic of Uzbekistan Shavkat Mirziyoyev dated February 7, 2017 No. PF 4947 "Strategy of Actions". Also, in the Resolution of the President of the Republic of Uzbekistan dated April 20, 2017 No. PQ – 2909 "On measures for the further development of the higher education system", one of our main tasks today is to fundamentally improve the higher education system, radically restructure the content of personnel training based on the priority tasks of the country's socio-economic development, and create the necessary conditions for training specialists with higher education in line with international standards.

Research methodology. During the research, scientific and pedagogical principles such as systematicity, theoretical-deductive conclusions, analysis and synthesis, historicity and logic, comparative-comparative analysis were used. The theoretical significance of the study is that its conclusions can be used to expand pedagogical thinking, form independent thinking, in pedagogical science, and form a positive attitude towards psychological analysis.

Literature review. In interactive lessons, the teacher's main focus should be on increasing student activity. The peculiarity of these methods is that they are implemented only through joint activity of the teacher and students. The process of such pedagogical cooperation has its own characteristics, which include:

forcing the student not to be indifferent during the lesson, to think independently, to create and to search;

ensuring the continuity of students' interest in science in the educational process;

strengthening students' interest in science with an independent creative approach to each issue;

includes the constant organization of the collaborative activities of teachers and students.

The teacher's collaborative activities with students, within the framework of the lesson system, are expressed in the following forms of organizing education:

frontal work - simultaneous work with all students;

work in groups:

- work in static pairs;
- work in groups;
- intergroup work;
- individual work

Each of these organizational forms is characterized by the variety of joint implementation of collective and individual education, the variety of levels of independence of students, the variety of management of the educational process by the teacher, etc. A simple rule of thumb in practice is that in the first 20 minutes of a theoretical lesson, new knowledge is imparted to students, and then the knowledge gained should be reinforced through discussion, small group work, and other such unconventional methods. The goal of any education is to form knowledge and skills and competencies to apply it in practice, to develop the necessary personal qualities and guidelines.

Research Methodology. Thus, pedagogical cooperation is one of the main elements in the educational process, and one of the urgent tasks of today is to master and introduce interactive teaching methods that activate students and allow them to think independently. First of all, increasing student activity involves abandoning the "teacher-student" dialogue and moving to a three-way interaction in the form of "teacher-group-student". The learning group is divided into small groups, each of which is mobile in composition, and each of them learns the learning material in its own way. Experience shows that due to this, a much stronger connection is established between us and the learners, the personal and at the same time collective mood of the learning process is strengthened. The collaborative behavior of learners is formed, which helps to activate the learning process, to form empathy and communicativeness in them: - in the process of collaboratively completing the task, learners are motivated to discuss the opinions expressed by their peers; - learners ask each other questions, therefore they need to know how to formulate

questions clearly, to argue answers, and to achieve understanding, they need to listen to each other carefully; - when working in groups, learners ask for help when necessary and learn to help others. Working in small groups relieves them of stress, that is, they do not have to be embarrassed in front of the whole team if they give an incorrect answer. Group members evaluate the answer in a friendly manner, which allows them to develop a sense of self-confidence. In a group of 4-5 people, a timid person feels much more comfortable in front of a group of 25 people. This form of education provides for the enrichment of the knowledge of learners through mutual cooperation: only through cooperation and exchange of methods of action (knowledge), it is possible to obtain a common product - solving the problem.

The general goal of the educational system is to create responsible, harmonious members of society who can meet the requirements of an equal democratic state in our society. The development of intellectual creative skills in students is carried out through methods that activate their cognitive activity (problem-based learning, dispute lessons, problems and exercises requiring creative application, analysis, synthesis, generalization and systematization of knowledge acquired by students). It should be noted that the solid and conscious acquisition of knowledge using interdisciplinary connections can be achieved only in the context of problem-based learning. The creation of a problem situation by the teacher, which requires the student to solve an unfamiliar problem using his existing theoretical knowledge, life and production experience, dramatically increases their thinking activity and activity.

In the process of professional activity, the development of pedagogical competence of modern teachers can have a certain impact on the life of the individual and his social development. The main idea of developing the education system in modern society is the intellectual and moral-spiritual development of the individual on the basis of his purposeful independent activity 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 ways to improve it.

In scientific literature, the word competence is defined as follows: Competence (from Latin Competentio - I reach, I meet, I correspond) is the personal cognitive ability of a specialist to solve professional problems of a certain level. Competence also means formally described requirements for the personal, professional, etc. qualities of employees of a particular organization, company (or certain groups of employees). Professional competence is the acquisition by a specialist of the knowledge, skills and qualifications necessary for improving professional activity and the ability to adequately apply them in the course of his work. The teacher, of course, implies the acquisition of knowledge and actions in a certain independent direction, along with the acquisition of separate knowledge and skills. Therefore, professional competence also requires the teacher to enrich his specialized knowledge, to be able to follow new information and apply it, to be able to search and process new knowledge and apply it to his activities.

K. Angelovsky defines the structure of a teacher's professional competence through pedagogical skills

Pedagogical skills are divided into four groups here:

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 on this basis their readiness for active assimilation of new knowledge and design, to develop the team and individual students; to determine the complex of educational, upbringing and development tasks, to concretize them and to determine the priority task.

The ability to build and establish a logically complete pedagogical system: to comprehensively plan educational tasks; to rationally choose the forms, methods and means of its organization.

The ability to identify and establish relationships between the components and factors of education, to apply them in practice: to create the necessary conditions (material, moral, psychological, organizational, etc.); to activate the student's personality, to develop his activity;

The ability to record and evaluate the results of pedagogical activity: to introspect and analyze the results of the educational process and the teacher's activity; to determine a new set of dominant and subordinate tasks.

A number of research studies have been conducted in Uzbekistan on the professional competence of a teacher and its specific aspects. According to the research conducted by B. Nazarova, professional competence consists of the following structural foundations:

achievement).

Conclusions and suggestions

In conclusion, it can be said that one of the urgent tasks is to educate a well-rounded individual who is intellectually developed in all respects, educated with social qualities, loyal to national and spiritual values, thinks in a new way, has his own personal and civic position, and embodies all the qualities of the national ideology. All of the above skills serve as a foundation for students, that is, future junior specialists, to organize their activities in the future, independently manage their work, carry out scientific research, and take their place in the team.

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