

**ORGANIZING THE CREATIVE ACTIVITY OF STUDENTS AS A PEDAGOGICAL
PROBLEM BASED ON THE COMPETENT APPROACH**

Razikova Lola Tuychiyevna

Samarkand State Medical University

Elibaeva Kamilla

Student of Samarkand State Medical University

Annotation: Today, improving the quality of education is one of the most important tasks in the higher education system, and the issue of improving the independent creative activity of students based on the competence approach in the formation of competitive technical engineers at the international level is reflected in the article.

Keywords: Competence, activity, didactics, method, independent, principle, interactive, creative activity.

Introduction. In the world, it is important to create modern educational and methodological support for the effective organization of the process of creative education of students by developing the creative abilities of pedagogues based on innovative approaches such as participatory and discursive. Free choice of non-standard content and cognitive communication aimed at improving the quality and effectiveness of professional training among students in the world's prestigious universities and creative-practical behavior are being researched as one of the factors of developing creative-communicative abilities of future teachers. In this case, it is important to focus the educational content on creative thinking, the formation of practical skills, increase the share of independent education hours, and introduce methods and technologies aimed at independent education.

In Uzbekistan, the necessary conditions are being created for the training of highly qualified specialists based on international educational standards. In particular, in the concept of the development of the higher education system until 2030, "the formation of educational programs in accordance with the interests of students and the needs of personnel customers through the development of curricula based on individual educational trajectories, aimed at the formation of creative thinking and practical skills in students, the introduction of methodologies and technologies aimed at strengthening competencies in the educational process, such important tasks as "directing the educational process to the formation of practical skills" are defined. This, in addition to increasing the quality of professional training of future specialists, creates the need to develop the independent creative activity of future professional education teachers in the field of higher professional education.

Literature Review. According to V.A. Bolotov, V.V. Serikov, the nature of competence is that it is a product of education and does not directly depend on it, on the contrary, it is acquired due to the personal development of an individual, that is, not technological, personal growth, self-regulation, professional activity and is a generalized product of personal experience. Competence is a way of harmonious existence of knowledge and skills, which helps a person to find his place in life, to realize his goals personally, as a result of which education acquires a highly motivated, person-oriented meaning, the maximum need for the individual's potential, the recognition of him by those around him. its recognition creates awareness of its own importance. A.M.

Novikov includes in the concept of "competence" extra-professional requirements for a specialist in addition to general professional-technological training.

I.A.Zimnyaya defines the concept of competence as "knowledge, imagination, action program (algorithm), system of values and relationships, i.e. mental and personal experience of human socio-professional life activity" .

According to M.A.Choshanov, competence is not only the acquisition of simple knowledge, but also the desire to constantly update it and apply it in certain conditions, the flexibility of thinking, which implies the ability to choose the most optimal and effective solutions, and the ability to critically evaluate and deny the wrong opinion.

Thus, the authors' opinions on the definition of the concept of "competence" indicate that many researchers express competence through a system of components that exist in the specialist and allow him to achieve quality results of the related activity. Many different opinions given to this concept, in our opinion, can be explained by the fact that the definitions given to this concept are dynamic, multifaceted, and its meaning is rapidly changing in accordance with the changes taking place in society and education.

Research Methodology. organization of students' independent work is understood as a goal-oriented process manifested through the subject-subject interaction of the professor-teacher and the student, which includes the organization and self-organization of the student by using various forms and methods of organizing independent work , which in turn helps students of vocational education to acquire professional competencies.

The organization of independent work of students is a complex and multidimensional process, which includes motivation and professional perspective of the future student, inclusion of independent work in the process of mastering academic subjects, and selection of forms of control of independent work results [68, p. 28].

Based on this, the idea arises that the organization of students' independent work depends on its successful completion. The organization of students' independent work includes planning that ensures continuity, order and sequence in education. Drawing up a thematic plan is the initial stage of organizing students' independent work, which includes understanding the educational material, assessing its complexity, determining the time required for completing tasks, choosing educational tools and forms of organizing students' independent work.

At the current stage, independent work remains a topical research topic, attracting the attention of scientists and professors. The problems of organizing students' independent work using information technologies were studied by S.A. Dochkin, E.V. Zakharova, A.V. Kozlova, Ya.I. Melnichenko and others [34; 43; 64; 86].

We fully agree with the opinion of N.V. Bordovskaya that independent work is currently not able to perform its tasks in a high quality due to its insufficient targeting, classification, lack of options and insufficient control. In this, the author states that in the conditions of positive motivation related to knowledge, students are not sufficiently engaged in daily independent work, work on themselves, independent education, and self-control [126, p. 185].

Thus, the activation of independent work in the educational process is to significantly increase its role in achieving new educational goals, to give it a problematic content that motivates the attitude of subjects as a means of acquiring general and professional competencies.

Today, society needs people who are creative, business-minded, who can think independently, who can critically evaluate their work, who can quickly find a direction in the rapidly changing flow of information, and who can quickly acquire new knowledge. In this regard, it is necessary to find new knowledge and apply them in one's practical activities, to gradually form the development of activity and creative ability [67].

It can be seen that in the rapidly developing information society, independent education is becoming an integral part of acquiring one or another specialty. For this purpose, it is necessary to change educational technologies and improve the forms of education, which, in our opinion, can activate and develop the independence of these students and allow them to choose an individual trajectory of education. In fact, the acquisition of independent learning skills is an important component of training qualified professionals. After all, in today's rapidly developing society, acquired knowledge and skills quickly become outdated, and in the end, a specialist who is not able to receive independent education may not meet modern requirements. All this requires a review and change of psychological and pedagogical approaches to the organization of independent work of learners.

The effectiveness of independent work of learners, in our opinion, depends on a number of conditions, in particular, accurate planning, organization and timely control of independent work, etc. This, in turn, ensures the gradual development of an independent, creative personality.

Since the number of hours of independent work outside the classroom has increased to 50%, in our opinion, on the one hand, it is necessary to update the methodical provision of independent work, and on the other hand, it is necessary to motivate (encourage) students to do independent work. A modern student spends most of his time on the Internet, so the use of Internet resources and electronic resources allows him to get independent work assignments outside the classroom and to complete them regardless of where the student is: library, auditorium, at home or on the street.

Thus, the importance of independent work has increased enough, and now independent work of students is an important component of the educational process. Through independent work, students acquire the knowledge and skills to engage in cognitive activities, and later - master the methods of acquiring knowledge, interest in creative work, and lay the foundation stone for self-regulation and independent learning skills.

In this case, the organization of students' independent work should allow the student to become an "active producer" of activity methods, to have his own opinion in various forms of training, and they, in turn, help to acquire general, communicative and professional competencies.

In this case, the situation of the professor-teacher also changes, requiring him to take on new roles, that is, tutor, consultant, etc. in the educational process. This serves as a new basis for interaction with students in the conditions of the increase in the share of independent work and the transition to individual education. Also, the professor-teacher takes the role of a consultant who organizes interactions with students to solve problems and introduce positive changes in the student's professional activity. In this case, the professor-teacher becomes an assistant, not an informant, in the process of starting classes, that is, as a partner in pedagogical communication, he directs the students' cognitive activities.

Conclusion. Modern technologies aimed at developing independent thinking, logical thinking and directing creative activity in improving students' independent creative activity based on competence approaches: organizing mobile courses, training seminars in order to convey to

students the possibility of using the digital approach and Internet resources, working on improving students' independent creative activity based on a competence approach teachers of other subjects can also use the developed model in their professional and creative activities.

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