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Methods and Ways of Forming Creative Competence in Students

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Abstract: In this article, the ways and methods of the formation and development of creative abilities of students during the educational process in general education schools are described in detail.

Keywords: creativity, competence, ability, creativity, determination, attention.

Enter. As we all know, the process of human development takes place due to its creativity. Ever since the creation of man, he has been constantly engaged in creativity to satisfy his biological and subconscious needs and to improve his lifestyle as a result of thinking and reflecting on events. Creativity is a psychologically complex process in which human thinking, memory, imagination, knowledge and experience, and innate talent play an important role. A brief definition of creativity is the activity of a person to create new material and spiritual blessings. Creativity is first born as a result of the awareness of existence in human thinking, then research is carried out on issues related to creativity, the research conducted by other researchers in this regard is critically studied and analyzed, then observations and experiments are conducted, and a logical conclusion is released. In this regard, hypotheses are made, tested in experiments, and if the result is incorrect, they are updated again. It will be real and complete only if the result of the research is recognized by society. Research enriches and develops science and technology, and culture.

Research object and used methods

The process of teaching the science of educational management in the golden reserve groups of higher educational institutions was selected as the object of the study, and in this process systematic, complex approach, comparative analysis, observation, and survey methods were used.

The obtained results and their analysis

According to our grandfather Abu Nasr Farabi, a great thinker, "Creativity is such a great quality in the process of knowledge that a person must use all other qualities to acquire it. " In fact, in the process of creation, a person searches observes, analyzes, conducts research, analyzes the results, and draws conclusions. Whether this conclusion is correct or incorrect is tested by experiment**.** Imagination plays an important role in the process of creative thinking. Albert **This is what** Einstein meant when he said, " Mysticism is more important than knowledge." According to P.Torrens, a creative person expresses sensitivity to the conflict of knowledge and practical skills in finding the right solution to a problem or putting forward scientific hypotheses, changing them, and defining the problem based on the formation of decision results. is a perfect person who gets... [1]. Creative competence is the most basic and active manifestation of a person's independent thinking. Despite the sharp differences of opinions on this matter, some common aspects can be pointed out. First, the product obtained as a result of creative competence is innovative in terms of demand; secondly, the mentioned aspects were not present in the previous foundations of creative competence; and thirdly, any creative competence is determined by the refinement of intellectual potential.

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Creative competence in students can be classified according to several signs:

Type of creativity (technological, organizational, spiritual, economic, social, technical, didactic, pedagogical, and mixed)

1. level of creativity (mega creativity, multi creativity, mono creativity);
2. creative scope (national, regional, international, international, inter-sectoral, field of knowledge)
3. duration of creation (short-term, medium-term, long-term);
4. form of creativity (innovative, investment, educational, mixed)
5. according to the meaning and complexity of the created creative product (rationalization proposal, invention, discovery);
6. according to its general aspects (implementation of new ideas in life; promotion of new approaches from the principal point of view, application of innovation in practice) [1 4-5b];

The analysis shows that the student's creativity is manifested in the ability to think independently in problem situations related to practical activities. In our opinion, the student's creativity is the ability to apply the learned knowledge in the right place in life, to analyze the results, and to evaluate them correctly. Factors hindering creative activity include the psychological unpreparedness of the student and teacher for this process, regularly relying on existing methods and tools, inability to adapt to news, and inability to work in unexpected situations.

The following criteria are proposed as a way of forming creative competence in students: the ability to make decisions independently, confidence in one's knowledge, active curiosity, quick thinking, the flexibility of thinking, the unusualness of the idea, the perfection of the idea, the level of creativity, the ability to process information and use it purposefully, to be able to connect separate ideas from each other, the breadth of imagination, the ability to create many ideas, the idea has a basis. In the assessment of these standards, problem assignments, tests, and experiments are used.

Our goal is to determine and analyze the effectiveness of pedagogical technologies developed based on learning and applying the methods of determining creative competence in students and evaluating it, as well as the criteria for the formation of creative competence. As a result, the following tasks were solved positively.

7. Based on the analysis of the essence of the continuing education system, theoretical knowledge on the formation of creative competence was studied.
8. The criteria for the formation of creative competence have been determined.
9. based on questionnaires, it was studied whether students have an understanding of creative competence or not.
10. In the course of the research, the recommendations for increasing the creative competence of students were tested.
11. The necessary conditions for the formation of creative competence of students of general education schools and the didactic model of the system of formation of important qualities in students of creative personality were evaluated as effective.

According to the analysis of the obtained results, it was shown that conducting pieces of training based on pedagogical technologies in the process of formation of important qualities in students was highly effective. The use of the method of formation of important qualities of students in performing tasks with problem situations by using theoretical and practical knowledge in their place has shown that the indicator of students' preparation is at a high level.

We have defined the concepts of creative competence knowledge, skills, and abilities specific to the student from the point of view of research. In particular, knowledge of creative competence -

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new methods and concepts that solve problems are structured in the mind of a person as a product of imagination. The skill of creative competence means the level of a person's ability to perform goal-oriented creative activities, and understanding the stages of the mental process.

In our opinion, it is important to teach students of general education schools to innovative activities based on creative competence, to master the mechanisms of updating production and industry technologies, to be able to imagine their future professional activities, to acquire new knowledge, to understand its importance, to It provides an opportunity to clarify the direction of their activity, gain experience of active practical development, and develop skills for working with scientific information. In the research process, the teacher should consider the students' values, interests, desire for creative development, and level of consciousness. A person does not understand the importance of his personal qualities and the process of developing students' creativity without being based on high values and ideas. As a result, the interaction between the pedagogue and the student is not fully realized.

The theory of "intellectual limit" proposed by G. Perkins is widely popular. He emphasizes that as a result of each corrective research, a necessary and sufficient level of intellect is required for any studied process. If the individual's level of need is low, he will not be able to fully engage in this type of process. However, having intelligence above the required level does not provide additional benefits. Differences in the productivity of individuals whose level of intellect is higher than the threshold are explained by the differences in motivation, personal feelings and similar factors, but this does not represent the difference in the level of intelligence.

Scientists evaluate creativity as a general ability of a person, regardless of how he works, a factor that has a significant impact on creative productivity.

In including intellect, learnability and creativity among the general abilities, we were based on the three-component model of cognitive processes. According to this, any cognitive process should embody the acquisition, application and transformation of cognitive experience. The ability to absorb experience can be explained by learning, the efficiency of using experience by intelligence, and its transformation by creativity.

In the process of using pedagogical technologies, attention was paid to the following aspects in the implementation of pedagogical observation: defining the pedagogical observation technologies, determining the efficiency of the pedagogical technologies being described; developing recommendations for educational institutions to optimize the process of academic observation, development of a program for the development of important qualities of students.

Pedagogical scientist, and doctor of pedagogic sciences, Professor R.A.Mavlonova, who directly addressed the issue of creativity in the field of pedagogy, expressed valuable opinions about creativity in his scientific works. In his educational manuals and textbooks entitled "Innovation in primary education", and "Pedagogy, integration, innovation of primary education", creativity was emphasized. [2 13-15p]

CONCLUSION

It is appropriate to use the methods of applying creative motivation to form creative competence in students of general education - to encourage curiosity, creative interest, creative achievements, leadership, and striving for self-improvement. Creativity is an imaginative vision; it is the ability to evaluate. So, we can easily include this concept in the individual ability of the pedagogue.

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