

## PEDAGOGICAL MECHANISM OF FORMATION OF CREATIVE COMPETENCE IN STUDENTS

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### Abstract

This article focuses on the development of creative abilities in students in the educational process. Ways and stages of developing creative abilities are covered. Theoretical ideas are explained using examples.

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**Introduction.** It is known that creativity is a complex psychological process associated with the creation and discovery of socially significant innovations in science, technology, industry, culture and other fields, in which human thinking, memory, imagination, attention, will, are active. Participates, knowledge, experience, talent are manifested in creativity. As Abu Nasr al-Farabi, one of the great thinkers, described, "Creativity is such a great quality in the process of knowing that one must use all other qualities in order to acquire it." Indeed, in the process of creation, man searches, observes, conducts research, analyzes the results and draws logical conclusions. The correctness or incorrectness of the conclusion is tested in practice.

**The main part.** Creative competence is the most basic and active form of manifestation of the qualities of independent thinking in an individual. Although all tariffs differ sharply from each other, it is possible to show some general aspects of it.

First, the quality of the product obtained as a result of creative competence is innovative; second, that these aspects were not present in the initial foundations of creative competence; and third, that any creative competence activity is determined by the need for intellectual research.

Creative competence activities in students can be classified according to the following characteristics:

- type of creativity (technical, technological, organizational, economic, social, spiritual, pedagogical, didactic, in students, mixed);
- level of creativity (mono creation, multi creation, mega creativity);
- Coverage of creativity (field of knowledge, intersectoral, national, regional, interregional, international);
- duration of creativity (short-term, medium-term, long-term);
- form of creativity (innovative, educational, investment, mixed);
- in general (implementation of new ideas;

- promotion of fundamentally new solutions; practical application of innovations);
- According to the meaning and complexity of the created product (rationalization proposal; invention; discovery).

The analysis showed that the student's creativity is manifested by his independent thinking in problem situations related to problem solving, essay writing, experimental work, and performance of educational tasks.

In our opinion, the creativity of the student is the ability to relate the acquired knowledge to the facts and events in practice, to correctly assess and analyze the results obtained, to generalize with previous acquisitions. Creative activity is complicated by the fact that teachers and students are not psychologically prepared enough for this process. Relying on a certain method, form, means on a regular basis - the inability to adapt to new situations, the inability to work in unexpected situations. It can manifest as a psychological condition in various forms, including: not accepting the opinions and opinions of others at all; strict protection from generally accepted perspectives; applying old methods to new content and tools; the preservation of old methods in new ones; such as the use of traditional methods in solving a new problem in general.

Two interrelated tasks should be considered when organizing students' creative competence activities. The first of them is the development of independent thinking in the activities of creative competence of students, the desire to acquire knowledge, the formation of a scientific worldview; the second is determined by teaching them to apply the acquired knowledge independently in education and practical activities.

The following indicators were proposed as criteria for the formation of creative competence in students: independent decision-making; self-confidence; active search; speed of thinking; flexibility of thinking; originality of the idea; perfection of the idea; positive orientation of the idea; information processing and targeted use; breadth of imagination; to be able to connect distant ideas; be able to assess the weight of ideas; the elegance, grace and simplicity of the solution; be able to generate many ideas; validity of the idea. Testing, problem-solving, and experimental methods are used to evaluate these quality indicators.

One of the important aspects of pedagogical technologies is the formation of a stable focus on the activities of the whole group of future students. These sessions were mainly in the form of trainings, and the organization of practical sessions on this basis confirmed the development of students' skills in solving problem-solving situations in the activity.

Is to justify the effectiveness of pedagogical technologies developed on the basis of methods for studying and assessing creative competence in students, as well as the definition and application of criteria for the formation of creative competence. As a result, the following tasks were positively solved:

- ✓ Based on the analysis of the content of the system of continuing education, theoretical data on the formation of creative competence of students in the educational process were studied and generalized;
- ✓ Methods of studying creative competence, as well as criteria for the formation of creativity were identified;
- ✓ The level of students' mastery of the basic concepts of creative competence was determined through surveys ;
- ✓ The research tested the recommendations developed for the development of creative competencies in students;
- ✓ The didactic conditions necessary for the formation of creative competence of students of general

secondary education, as well as the effectiveness of the didactic model of the system of formation of important qualities in students of creative personality.

And methods similar to creative, educational and problem-based tasks, developed on the basis of the content of education, were selected in the formation of the level of formation of creative competence of students. The order of assessment and monitoring of the process of formation of creative competence in students was determined and tested. The analysis of the obtained results showed that in the process of formation of important qualities in students, training sessions based on pedagogical technologies are highly effective in the formation of creative competence in students.

Theoretical and practical lessons, the use of the method of formation of important qualities in students on the basis of creative competence in strengthening the knowledge, skills that serve to form important qualities in students in the performance of problematic situational tasks. Provided is a type of activity that serves to ensure the strength and perfection of the acquired knowledge of students, the formation in them of the qualities of active and independent thinking, the development of mental abilities. This is especially important in the mastery of the basics of science by future professionals, and then in the introduction of creative competence-based approaches in students in the implementation of direct guidance in this process. We have clarified the concepts of creative competence knowledge, skills and competencies inherent in the student's personality from a research perspective. Including: knowledge of creative competence - a systematized in the human mind as a product of cognitive activity of concepts and ideas required to develop a new solution in a situation; creative competence skills - the ability of a person to express the level of rapid and complete implementation of the stages of the mental process in goal-oriented creative activity.

Creative competence skills, on the other hand, refer to the degree to which a person is able to carry out creative activity in a partially automated manner, with only an understanding of the initial stages of the mental process.

Factors in the development of students' creative competence activities should be the basis of educational activities in every subject, in every lesson. While creative competence activities cover all aspects of teacher and student activities, we believe that its effective organization serves to ensure the quality of the entire educational process.

Acquaintance with scientific and technical information plays an important role in the development of creative competence. Providing students with information on newsletters, scientific terms, inventive and patent materials is an important resource. Close cooperation with experts in the field of information technology and patenting, regular acquaintance with periodicals in these areas will give positive results.

Requires the formation of an important source of innovative ideas and technologies, as well as training. In this work, the concept of creative competence was adopted as a process of activity aimed at creating a product of creative competence as intellectual property based on the integration of knowledge, skills and abilities of students with scientific and technical knowledge and education-science-industry.

In our opinion, the general secondary school students should be prepared for innovative activities on the basis of creative competence, master the mechanisms of updating production and industry technologies, imagine the dynamics of their future activities, and understand the importance of mastering applied knowledge. It provides an opportunity to determine the direction of its future activities, gain experience in active practical work and develop skills in working with scientific information.

In the process of interaction with students, the educator must take into account the system of their values, the desire for creative development of students and the level of consciousness. When a person is not based on high values and ideas, he does not understand the importance of personal qualities and the process of developing creative skills in students, and as a result, the interaction between teacher and student may not be fully realized.

One of the important factors in an individual's development is his or her age-related characteristics. Because each age stage of development has its own factors of development, laws and changes, which directly affect the character, temperament, abilities and cognitive processes of the individual.

Important period of a person's youth is a stage of development. The new conditions of life and activity of boys and girls, their active learning, social and labor activities have an impact on the formation of the future specialist. In the organization of a person's creative competence, focusing on only one, the most basic feature does not allow to achieve the set goals. Therefore, looking at the performance of the adolescent in all areas as a whole, it is necessary to focus on increasing the weight of the required characteristics.

Based on the analysis of psychological research, it was found that the problem of creativity is studied in four main areas, namely: creativity as a process; creativity as a result; as a creative ability; creativity as a feature of the individual. Systemicity and consistency in education are ensured by the unity of theory and practice, the gradual introduction of state educational standards in the educational process. According to the analysis, the strategy of preparing students for creative competence activities can be considered in the following areas:

- to draw students' attention to the generality and comprehensiveness of the method used to solve the problem;
- Teaching students creative methods of competence is not seen as a goal of the lesson, but as a new way, an opportunity to more effectively solve the task set in the lesson;
- Consideration of new ideas, which students will be able to draw their own conclusions, as the main product of creative competence lessons;
- to consider the collection, analysis and interpretation of information as an important aspect of the development of creative competence;

Consideration of the development of the qualities of creative competence of the person as an important issue in the scope of lessons in educational institutions, which goes beyond the lessons and extracurricular activities and standardization of educational content in the formation of the qualities of creative competence of students, didactic conditions for the development of creative competence of students, creative pedagogical technologies of organization and development of creative competence of students, intellectual organization and intensification of students' creative competence as long as the development of training systems is expedient. The hours of study for subjects based on ensuring the uniqueness of the content of education, the emphasis on the effective use of time by students and teachers, the sections that develop the ability of students to think independently and learn independently, issues and tests should be reflected. Along with the creation of manuals and recommendations, the introduction of innovative approaches aimed at increasing the creative activity of the individual in the educational process is important in ensuring the continuity of creative competence of students.

Person-centered education primarily changes the paradigm of education. Until now, teaching has been a priority in the existing education system, but at the same time in the information age of society, the priority is to teach reading. Pedagogical scientists have developed pedagogical technologies based on a person-centered approach to the educational process, which include: person-centered education; collaborative pedagogy; adaptive communication pedagogical adaptive technology; game technology; motivational teaching technology; problem-based learning technology; differential training; individual learning technology

At the current stage of development of pedagogical bases in the formation of creative competence, there is a need to develop teaching technologies based on a new approach to determining the methodological requirements and didactic conditions for ensuring the competence of secondary school students. At the same time, the didactic conditions for the development of creative competence of students are based on:

the priority of the transfer of theoretical knowledge to practical skills and abilities; unity of educational, pedagogical and developmental environment; encourage learning and positive motivation for creative activity; problematic; a combination of individual and differential approaches; education is aimed at ensuring the activity of the individual; the content of education and educational and didactic materials are aimed at the development of the student's personality.

**Conclusion.** In the process of applying pedagogical technologies in the implementation of pedagogical supervision, attention was paid to the following aspects: the definition of pedagogical observation technologies; determine the effectiveness of the proposed pedagogical technologies; development of recommendations for educational institutions in order to optimize the implementation of pedagogical supervision; develop a program to develop important qualities in students.

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