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Jo'raeva Gulbahor Abdug'affor qizi
Tashkent institute of irrigation and agricultural mechanization engineers basic doctorate (PhD)

ENHANCING STUDENTS' CREATIVE ABILITIES BASED ON A COMPETENCY-BASED APPROACH

Annotation: This article explores the development of students' creative abilities within the framework of a competency-based approach. It examines the concepts of "competency" and "creativity," highlighting the shift from knowledge-based education to a competency-driven model in higher education. The research focuses on methods and technologies used to foster creativity in students, particularly in physical education programs. The findings suggest that interactive and pedagogical tools significantly enhance the effectiveness of creative development in students, preparing them for professional success in their respective fields.

Keywords: competency-based approach, creative abilities development, higher education, creativity, interactive learning, physical education students, pedagogical technologies

Much attention is paid to the disclosure of the essence of the concepts of "competence-based approach" and "competence". The competence-based approach in education is considered as a priority strategic state position. The transition to new target settings for professional training of specialists is associated with new opportunities to achieve the required quality of competence of graduates to work in the field of big-time sports. Evidence is given of the advantages of the competence-based approach in the context of modern education in comparison with the knowledge-based approach. Explanations are given on the essence of the concepts of "creativity", "creative thinking" and "creative abilities". The results of preliminary studies on the study of knowledge, attitudes, judgments, assessments and self-assessments of students regarding the effectiveness, content, use of technologies and approaches to organizing the educational process at the university are presented. In addition, data obtained in the course of experimental studies to determine the effectiveness of the development of creative abilities of individual pedagogical technologies are presented, proving the high efficiency of teaching methods using interactive tools.

The currently implemented State Educational Standards of the third generation are focused on the learning outcome in the form of graduate competence [2]. There are different definitions of this concept among specialists in the field of pedagogy. Here are some of them:

- competence is the readiness of a specialist to engage in a certain activity;
- competence is an attribute of preparation for future professional activity
- competence is a knowledge-based, intellectually and personally conditioned experience of a person's social and professional life (I. A. Zimnyaya);
- competence is the high-quality use of competencies (N. I. Almazova), etc.

Very close to competence in essence, meaning and significance are competencies:

- competencies are knowledge and skills in a certain area of human activity;
- competence is a personally conscious system of knowledge, skills, and abilities that has entered into subjective experience and has personal meaning;
- competence is a person's readiness to mobilize knowledge, skills, and external resources for effective activity in a specific life situation, etc.

The introduction of a competency-based approach into the educational process can be viewed from different angles:

- as an update of the educational content in response to changing socio-economic reality;

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- as a generalized condition for a person's ability to act effectively outside of educational subjects and educational situations;

- as a strategy for constructing an educational process.

In recent decades, many European countries and Russia have seen a renewal of higher education in the direction of developing key competencies in students. Society requires a specialist of a new formation, active, creative, ready to independently search for scientific information and apply scientific knowledge in practice. According to many domestic and foreign scientists, a competency-based approach should be considered as a promising direction for updating education, training specialists who meet modern requirements. The introduction of a competency-based approach to organizing student training at a university should contribute to the modernization of the traditional approach, the priority of which is the formation of knowledge, skills and abilities. It is easy to see that a serious problem of traditional, knowledge-oriented education is the contradiction between a sufficiently high level of assimilation of subject theoretical knowledge by students and significant difficulties in using it in practical activities. The competency-based approach to education assumes that "students do not acquire knowledge and skills separate from each other, but master a complex procedure in which for each selected area there is a corresponding set of educational components of a personal and activity-based nature" [5]. The competency-based approach focuses on the results of preparing students for pedagogical activity. In this case, the result is understood not as the acquired information, but as the ability of a specialist to act in various pedagogical, didactic, and communicative situations, adequately using the acquired professional knowledge and skills.

A distinctive feature of the competence-based approach is the organization of the educational process, largely focused on learning, active and independent acquisition of theoretical and applied knowledge by students. Strengthening the independence of students entails greater responsibility on their part for the results of their own cognitive activity. At the same time, it becomes possible to significantly reduce the academic workload, but not by reducing the number of hours for studying a particular discipline, or reducing the volume of its content, but by determining the individual development trajectory of each student, taking into account his individual capabilities and cognitive abilities as much as possible. This creates conditions for a more comfortable structure of the educational process at the university for the student, increases the positive motivation of students, and provides an opportunity for individual lessons with students during classroom lessons. The result of competence-based learning is the student's acquisition of experience in identifying a problem, acquiring skills in its research, design, cooperation, application of known and creation of new technologies for obtaining the product of his own activity, assessing its quality and the possibility of application. Thus, the competence approach includes a set of principles for determining the goals of education, expressed in learning ability, self-determination, self-actualization and development of students' individuality; the content of education and organizational forms of training aimed at students' acquisition of key pedagogical competencies, as well as methods for assessing educational results. Changing the educational process is a necessary but far from sufficient condition for the formation of students' pedagogical competence. It is important to update the content of academic subjects, methods and technologies for preparing students for professional activity at school, and to develop and implement a more reliable system for assessing the readiness of a beginning teacher for pedagogical activity.

We attach special importance to the organization of independent work of students, which is one of the most important components of the educational process and a condition for the development of pedagogical competence of students. Working independently, students not only firmly and deeply assimilate the subject educational material, but also develop the skills of research and professional activity, the ability to work with educational and scientific literature, the ability to make responsible

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and constructive decisions in various crisis situations. The organization of independent work of students is carried out taking into account the didactic principles reflecting the specifics of this area of pedagogical activity at the university. These include the following principles: the unity of educational (classroom) and independent (extracurricular) activities of students; individualization and differentiation; professional focus, facilitating the transfer of educational and cognitive activity of students into professional and pedagogical; consciousness and creative activity of students; feasible difficulty of tasks for independent work, accounting for the time for their completion; systematicity, consistency and continuity of the organization of independent work.

It is especially important to develop procedural (educational) motivation in students, which manifests itself in their understanding of the usefulness of the work they perform. It is necessary to set the student up psychologically, to show him the importance of the work performed both in terms of professional training and in terms of expanding the horizons and erudition of a specialist. It is necessary to prove that the results of independent work will help him better understand the lecture material, laboratory work, etc. The pedagogical competencies being developed must be measurable and verifiable. At the same time, the main methods of measuring professional pedagogical competencies should be not so much tests with a choice of one correct answer from among those offered, which, as a rule, check knowledge of the factual material on the subject, but rather a portfolio, video cases, the results of student learning obtained during the student's pedagogical practice, reflection.

Recently, the rating method of control has been increasingly used as a way to assess the knowledge and skills of students. The rating system of control and assessment of students' training results influences the organization and efficiency of the educational process, takes into account the student's activity related to the acquisition of professional knowledge and skills, their participation in scientific work, in pedagogical skills competitions, and student scientific conferences. Acquiring greater independence in learning, the student needs the teacher's consultation and assistance more than his direct guidance and management. Thus, subject-subject relations based on joint creative activity are built between the teacher and the student. In the process of classroom and extracurricular independent activity, the student defines and formulates the goals and objectives of independent work, develops an algorithm of actions necessary for implementation, analyzes the results obtained, generalizes and systematizes them, and draws conclusions. In addition, in the process of performing educational and cognitive or educational and professional tasks, the student develops his own style of communication with colleagues and the teacher. Thus, the student demonstrates the degree of formation of his own competence, i.e. readiness and ability for professional pedagogical activity.

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