

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
АНДИЖОН МАШИНАСОЗЛИК ИНСТИТУТИ**

**МАШИНАСОЗЛИК
ИЛМИЙ-ТЕХНИКА ЖУРНАЛИ**

**МИНИСТЕРСТВО ВЫСШЕГО И СРЕДНЕГО СПЕЦИАЛЬНОГО
ОБРАЗОВАНИЯ РЕСПУБЛИКИ УЗБЕКИСТАН
АНДИЖАНСКИЙ МАШИНОСТРОИТЕЛЬНЫЙ ИНСТИТУТ**

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Ушбу журналда чоп этилган материаллар таҳририятнинг ёзма рухсатисиз тўлиқ ёки қисман чоп этилиши мумкин эмас. Таҳририятнинг фикри муаллифлар фикри билан ҳар доим мос тушмаслиги мумкин. Илмий-техника журналида ёзилган материалларнинг ҳаққонийлиги учун мақоланинг муаллифлари масъулдирлар.

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INNOVATIVE METHODS OF DEVELOPING STUDENTS' PROFESSIONAL CREATIVE ABILITIES

ANNOTATION

This article discusses the organization of experimental work in order to implement proposals and recommendations for the development of professional and creative abilities of students of higher educational institutions, based on the purpose of the study. One of the features of the education system is to ensure the "external" socio-pedagogical conditions for the development of a person-centered education system and the "internal" pedagogical conditions of his life. The use of cognitive-informational, personal, cultural, competence paradigms in the development of professional and creative abilities of students, diagnostics of teaching quality, design of critical thinking and developmental educational technologies, synergetic integration in higher education and production play an important role.

keywords: Vocational education, definition, formation, preparation, basic, graduation, stages, creativity, levels, innovative technologies.

INTRODUCTION

In the clash of centuries and civilizations, all spheres of human life are preparing to enter a new stage. We emphasize the need for changes in the field of vocational training of students in the current system of higher pedagogical education. One of the main issues in this training is the student's pedagogical culture, the level of his mastery of pedagogical technologies, the solution of which depends on the formation and development of professional and pedagogical skills, creative qualities of the student.

Research is being conducted in higher education institutions around the world to develop the professional and creative abilities of students, the organization of the educational process on the basis of media technologies, the development of pedagogical opportunities for the development of professional and creative abilities. In this regard, professional problems, research of scientific hypotheses, identification of professional problems, definition of independent thinking educational strategies, creation of mechanisms of continuous renewal and development of professional and creative abilities, organization of differential approach, cooperative, educational and mediation (neutral service environment) priority) education, the organization of corporate training on the basis of e-learning and m-learning technologies and the improvement of the corporate database.

Creative mechanisms for the development of professional and creative abilities of students in higher education institutions around the world have been introduced into the educational process [1, p.47]. In this regard, the development of professional and creative abilities of students in higher education, modeling of the educational process, the creation of electronic information educational resources, the use of modern pedagogical and information and communication technologies, the development of creative competence, the introduction of "tutor-student" organizational and methodological support Systematic work is underway to develop educational activities.

The legal and regulatory framework has been created to increase the creative potential of students of higher educational institutions, to develop professional and creative abilities, to form independent thinking skills, to further improve the system of curricula, programs and literature, to develop the material and technical base of the education system. "Increasing the level of coverage with higher education, training highly qualified, creative and systematic thinking, independent decision-makers on the basis of international standards, creating the necessary conditions for the demonstration of their intellectual abilities and the formation of a spiritually mature person." functions such as [2, p.79]. At the same time, the use of cognitive-informational, personal, cultural, competency paradigms in the development of professional and creative abilities of students, diagnostics of teaching quality, design of critical thinking and developmental educational technologies, synergetic integration in higher education and production will expand.

The legal and regulatory framework for increasing the creative potential of students of higher education institutions of the country, the development of professional and creative abilities, the formation of independent thinking skills, the further improvement of the curriculum, programs and literature, the material and technical base of the education system.

Tasks such as "Increasing the coverage of higher education, training highly qualified, creative and systematic thinking, independent decision-makers on the basis of international standards, creating the necessary conditions for their intellectual abilities and the formation of a spiritually mature person" [3, p.134]. The use of cognitive-informational, personal, cultural, competence paradigms, diagnostics of teaching quality, design of critical thinking and developmental educational technologies, synergistic integration in higher education and production in the training of modern specialists play an important role in the development of professional and creative abilities of students.

METHODS

The new edition of the Law of the Republic of Uzbekistan "On Education" sets out the basic principles and regulations, on the basis of which the strategy and tactics for the implementation of the legally strengthened ideas of the development of education in Uzbekistan are built [4, p.71].

These rules are aimed at society, the education system itself and the individual, and provide the "external" socio-pedagogical conditions for the development of the education system and the "internal" pedagogical conditions of its life. These include: the humane nature of education, the primacy of universal values, the free development of the individual; universality, openness of education, comprehensive protection of the consumer of education. [13, p.2].

There has been a lot of research on the issue of professional skills around the world. The concept of "abilities" is defined by individual authors (VA Krutetsky, EG Balbasova, SL Rubinstein, etc.) as individual mental characteristics of the person associated with the educational process, which allows to successfully perform all types of activities [5, p.245].

In the works of VN Myasishchev, KK Platonov there is a unique point of view, in which abilities are described by the sign of "personality traits", including worldview, moral and motivational personality traits with a list of components [6, p.148]. In our research, the first and second views are summarized, which allowed us to define professional-creative abilities as follows: professional-creative abilities of a student of a higher education institution a set of personality traits and characteristics that allow to purposefully and consistently master current theoretical developments and innovative practical solutions, to search for their unconventional direction in the chosen field of pedagogical activity.

The concept of special professional skills, which is often found in various literatures and is necessary for practical pedagogical activity, is expressed by the term "pedagogical skills", which includes "ability to work with children, love for children, personality traits expressed in enjoyment of communication" is much narrower than the concept of professional-creative abilities, which has found its proof. In many of the research papers we study, we encounter researchers' attempts to classify different professional, pedagogical, and creative abilities.

Ability - 1. Ability, ability to do something, ability to do something, ability to do something, ability. 2. Talent, talent [7, p.89].

Ability - inclination, interest, inclination, loyalty, support, ability, ability, ability. 1. Individual mental and physical characteristics that characterize a person's ability to perform a particular activity and the subjective conditions of his ability to perform work, in contrast to knowledge, skills, abilities. 2. Talent, talent [8, p.291].

Vocational - professional [9, p.57].

Creativity - 1. Creativity is related to the creator. 2. Generally engaged in activities in a particular field [10, p.93].

Emphasized that the professional concept represents as a whole the general and important features of the characteristics of a particular professional object, event or process. He also divided professional concepts into general professional, private professional, explicit professional, and abstract professional. General professional concepts include a set of related professional objects, events, and processes of the same name. They are sometimes referred to as "professional terms". Private professional concepts refer to only one professional object, event, or process and represent only its specificity. Private professional concepts are not repeated elsewhere, and each of these concepts has a specific name that is inseparable from it. Clear professional concepts reflect specific professional objects or events. Abstract professional concepts, on the other hand, represent the signs and characteristics of professional objects or events through thinking [11, p.59].

It is important to understand that an interest in the profession, to benefit from it, is necessary for oneself, as well as for one's parents and society. These set many tasks for young people:

- to choose the right profession that is useful for him;
- to master this profession well and to become a master of his profession;
- acquire a lot of knowledge about the profession;
- to take a creative approach to the profession;
- hardworking, able to organize their work, acquire professional ethics;
- striving to create his own disciples;
- to bring praise to the society and parents with good names;
- create students to continue their work and drop out of school when there is a need to retire in the future;
- to shape the profession as a profession that serves itself and provides a future.

Such tasks are the most important processes in the training of personnel who occupy a profession and have a new look [12, p.187].

Vocational pedagogical knowledge is mainly characterized by four components:

- person-centered, person-centered;
- consistent perception of pedagogical reality;
- focus on science;
- mastery of pedagogical technologies.

Career choice (professional suitability) is the final stage in the whole system of professional work. It is at this stage that the employee's absolute suitability or unsuitability for the chosen profession is determined. But it would be wrong to assume that career choice

(suitability) methods can only be used in the final stages of career orientation. A young man or woman who has not undergone an initial medical-physiological and psychological examination in the course of taking up this or that profession may have a contradiction in the profession he or she has chosen. Therefore, the choice of profession should be made both at the initial stage and at the final stage.

Professional suitability - only by indicating whether the person is fit or unfit to perform the duties of the profession.

does not consist, of course. Other aspects of professional suitability:

- 1) whether the person is fit for the chosen profession;
- 2) what he should follow when choosing a way of life;
- 3) it should be considered in terms of how to approach the issue of teaching it more rationally, that is, how to form, educate and develop professional suitability in a very appropriate way [5, p.267].

In order to become a professional, you need to pay attention to a number of issues:

- conscious choice of profession;
- setting a clear goal for the profession;
- the perception of the profession is not far from real life;
- to be able to imagine the positive aspects of the profession, as well as the difficulties encountered in practical activities;
- formation of professional motives based on the needs of the individual, not under the influence of foreign scientists;
- good knowledge of the social prestige and dignity of the profession;
- realizing that it takes a long time to become perfect as an expert and b.q [11, p.67].

RESULTS

Indeed, such an approach - building a clear and understandable model - allows finding rational methodological approaches to their formation, which in particular allows society to inform learners not only through the classroom system, but also to form and develop learners' innate abilities and talents. is relevant in our time, when the need for a new school, i.e., both secondary and tertiary school, has been declared. Therefore, we considered that using the experience gained by practitioners, it is possible to distinguish the following blocks that form the structure of professional and creative abilities:

The first block is organizational skills. It is expressed in the teacher's skills such as uniting learners, engaging them, allocating responsibilities, planning work, summarizing what has been done.

The second block is didactic skills. Selection and preparation of teaching materials, visual aids, equipment, clear, concise, expressive, reliable and consistent presentation of teaching materials, stimulating the development of cognitive interests and spiritual needs, increasing learning activities are expressed in specific skills.

The third block is characterized by perceptual abilities, the ability to penetrate into the spiritual worlds of learners, the objective assessment of their emotional state, the ability to determine the characteristics of their psyche.

The fourth block is communication skills. They are expressed in the teacher's ability to establish relationships with students, their parents, colleagues, heads of educational institutions in accordance with the pedagogical purpose.

The fifth block is suggestive skills. Their essence is to have an emotional-volitional impact on learners.

The sixth block is manifested in research skills, knowledge of pedagogical situations and processes, and the ability to objectively evaluate.

The seventh block - scientific-cognitive skills, consisting of the art of mastering scientific knowledge in the chosen field.

The eighth block is creative ability, the essence of which is the ability to see your own unconventional solution to a problem that has arisen.

The eighth block of the structure of professional-creative abilities mentioned above is related to the skillful organization of the process of mastering the art of entering the creative state, which in turn can be thought of as consisting of three stages:

the first stage - the ability to enter the creative state can happen by chance (it may not happen at all);

the second stage is consciously, to a certain extent, artificially stimulated;

the third stage is that the creative state, as improvisation, takes on the appearance of a subconscious, easy-to-perform action. Disclosure of the technology of this process means arming humanity with the key to the organization of a conscious, creative process that can be carried out by each individual.

The development of professional-creative abilities reflects not only the increase in the amount of signs of their manifestation, but also the transition from one level of their development to another, to a more perfect one. The technology of development of professional and creative abilities of students of higher education institutions (preparation, consultation, final) allowed to improve on the basis of integration of professional factors (social, cultural, motivational) and professional-creative abilities.

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FORMATION OF INDEPENDENT THINKING AMONG YOUNG PEOPLE–TODAY IS THE MOST RELEVANT DAY IN PEDAGOGY AS A FUNCTION

ANNOTATION

The article is devoted to development of independent thinking in young people. The interactive methods through which is formed a creative, independent thinking are offered.

key words: *independent thinking; teaching science; education; upbringing; history of pedagogy, system of education, independent thinking, distance learning, independent work, pedagogical conditions, modern info-communication technologies, student's independent work, development of creative qualities, features of the development of creative personality qualities, method, speak, usually, views.*

INTRODUCTION

Today, the whole world is independent of the child in the education system special importance is attached to the organization of its activities. Because, exactly independent