

Development Of Professional And Creative Abilities Of Students In Higher Education

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Abstract

In this article described issues based on development of professional and creative abilities of students in higher education. One of the main tasks today is the training of highly qualified, competitive and spiritually mature personnel. It is known that the quality of education depends on modern pedagogical technologies used in the educational process. In particular, the correct and effective use of problem-oriented teaching technology as an important type of pedagogical technology has a great influence on the development of independent thinking and creative abilities of students, that is, future specialists in the educational process.

Keywords: *higher education institution, student, profession, motivation, gnostic, constructive, communicative.*

Introduction

The concept of a profession is a profession that requires special training, which a person constantly experiences and serves as a source of livelihood. The profession unites people who are engaged in the same activity, and within the framework of this activity, certain relations and ethical standards are established [1]. According to E.A. Klimov's research, "the profession is a necessary and valuable area for society, which requires physical and mental strength." V.G. Makushin claims that a profession is an activity in which a person participates in society and serves as the main source of material means for his survival. Summarizing the existing definitions, we can conclude: "A profession is the main form of labor activity, for its implementation a person must have certain knowledge, skills and abilities, special abilities and develop important professional qualities."

Specialization is a set of special knowledge, skills and abilities in the process of work acquired as a result of vocational training, training, which are necessary for a certain type of activity in a particular profession. Thus, specialization is a type of professional activity within a profession that focuses on personal achievements or the achievement of general results in specific situations. One of the conditions for the effectiveness of professional activity is the professional training of a specialist. According to the famous Russian psychologist I.K. Platonov, "vocational training is the subjective state of a person who considers himself capable and prepared to carry out the necessary professional activity and strives for its implementation". E. Seitkhalilov, B. Rakhimov and N. Azizkhodzhaeva explained that "vocational training is the process of acquiring theoretical knowledge, skills and abilities that allow a person to engage in a certain type of professional activity". R. Ishmukhamedov, A. Abdukodirov, and A. Paradaev emphasize that, on the basis of professional training, "psychological, psychophysiological, physical, scientific, theoretical, and practical training of a future specialist should be reflected".

Methods and analysis

Indeed, professional adaptation is a complex and multifaceted process, based on which the main criteria are also the opportunities for successful work in a particular profession, personal orientation, professional knowledge, skills, qualifications and professional qualities, work experience.

In the first years of independence, the first president Islam Karimov objectively analyzed the achievements and shortcomings in the education system and substantiated the need for radical reforms in the field of education. Also our first president I.A. Karimov emphasized the social need for this issue, saying: "It is necessary to take a number of comprehensive measures to ensure the entry of talented young

people into science. In this regard, it is necessary to radically reform the activities of higher education and even secondary schools,” he said.

Indeed, the solution of these issues is aimed at fundamental reform of the country's education system, the formation of a person with high moral standards through the formation of a continuing education system. Therefore, the role of universities in educating a harmoniously developed person, forming him as a specialist, and obtaining a worthy professional and social status in society is great. Modernization of universities and their educational process, improving the quality and monitoring of the teacher training system, equipping future teachers with modern professional knowledge and skills, forming acmeological motivation for professional activities is one of the important tasks in the process of formation of professional training of specialists. The experience of developed countries, in particular, the UK, Australia, Switzerland, Germany, Malaysia, Canada, shows that the main task of professional education is to develop students' intelligence and logical thinking due to the specifics of their chosen specialty. Based on this task, vocational training of students is provided. The main criteria for professional training are the practical training of a future specialist and the level of acquisition of knowledge, skills and abilities in the field of specialization, adaptation to the requirements of professional activity. Indeed, vocational training represents the level of knowledge, abilities and skills necessary for the further development of the moral and professional qualities of a specialist, the formation of professional competence throughout his career. The results of pedagogical observation and research show that the structure of integration between the acquisition of professional knowledge and the formation of professional and pedagogical skills, abilities and skills in the educational process in higher education institutions is not well established. It was found that this can lead to some difficulties, conflicts or professional failure in the first five years of the career of a young specialist. Another important aspect of the problem is that its insufficient attention also leads to some negative aspects in the process of formation of vocational training. It should be noted that the product of educational activity in higher educational institutions is the process of acquiring professional knowledge. However, there are times when a well-trained professional may not be ready for the necessary activities at the right time. In this case, pedagogical activity cannot be successful or ineffective. Obviously, professional training of a specialist includes not only the necessary level of professional knowledge, but also psychological preparation, self-management and orientation to the desired activity, educational process management, professional, spiritual and physical capabilities in the right conditions. The formation of professional skills and abilities related to the ability to focus on solving a problem, adapting to the process. This is due to the fact that these skills are considered necessary phenomena in the process of professional adaptation of future teachers. Professional skills and competencies are an automated way of transforming acquired professional knowledge of a person into conscious actions arising in the course of practical activity. Gnostic (in Greek "gnosis" - "knowledge") skills related to the field of knowledge of the teacher, the ability to determine the level of individual and psychological development of children; reflective approach to one's experience and pedagogical activity; study of best practices, innovations; be able to use pedagogical and psychological literature; Implements skills in the field of empathy and pedagogical intelligence. Constructiveness (design ability) is the ability of the teacher to design and organize the pedagogical process in a methodologically correct way. This includes forecasting the results of the educational process, purposeful design of the educational process, the correct definition of educational, pedagogical and developmental goals, taking into account the age and individual characteristics of students, as well as a clear definition and implementation of the technological structure of the lesson. Communicative skills are a feature of the teacher that involves interaction with students and colleagues.

Also, in some psychological and pedagogical literature there are 4 groups of factors affecting the process of professional adaptation of students. The first group of factors is the socio-economic factors that offer young people the opportunity to enter society at different stages of development, using their strengths and opportunities. First of all, this type of profession, its changes and development prospects are associated with the need of society for a particular specialist. Socio-psychological factors of the second group respectively. In this process, the influence of micro and macro environment plays an important role, which affects the socialization of the individual. Under the influence of the social environment, a person's value orientation is formed, attitude to various groups of professions, specific social indicators and stereotypes. The third group consists of initial psychological factors, such as personal interests and trends, general and specific abilities, the level of mental and personal development, memory characteristics, specificity of motor skills of attention, etc. Finally, the fourth group includes individual psychophysiological characteristics when studying which deals with the influence of the basic properties

of the nervous system on the type of activity. They determine the dynamic characteristics of mental processes are expressed in the form of different temperaments and can help to carry out a certain type of activity or, conversely, complicate it. Thus, as a result of these ideas, theoretical analysis and generalization of the results of observations and empirical analysis obtained in the process of scientific and pedagogical research, it was found that the effectiveness of the process of professional adaptation of future teachers is based on the following factors:

- Motivational factor - aspects characterized by the level of awareness of future teachers about the chosen profession and its essence, professional orientation and motives for choosing a profession;
- social factor - the existing social environment in society and the social prestige of the profession, as well as the development of professional and social norms among students, the application of social experience in the system of personal and professional institutions;
- information-significant - a set of socio-theoretical, pedagogical-psychological and special methodological knowledge, skills necessary for the successful development of the chosen field of professional activity;
- Activity factor - the ability to apply acquired specialized professional knowledge, skills in specific situations and situations, motivation for introspection and development.

Conclusion

With the development of society and the growing social requirements for the education of the young generation, the need arises for significant and qualitative changes in the system of teacher training. Stressing the relevance of this problem, the first President I. Karimov said: “We know how important the work of teachers in shaping a new generation in our country, a new generation of thinkers, the spiritual world of tomorrow’s youth. The study of the scientific and theoretical foundations of the research problem, the results of observations and analysis showed that the educational process in higher education has great potential in the process of adapting future specialists to their professional abilities. However, in practice it is proved that a one-sided approach to this process has a significant impact on the quality of specialists. One of the most pressing issues is the modernization of the educational process in higher educational institutions based on social requirements, democratic principles, as well as the qualification requirements of production for the individual. One of the leading socio-psychological factors of professional orientation of future specialists is their personal orientation and professional motivation, which accelerates the process of students' adaptation to their chosen field of activity. That is, on the basis of empirical analysis, it turned out that today the process of training creative professionals is considered as a holistic project, and its approach is ignored not only in terms of content, but also on the example of the unity of teachers and students.

Modern requirements for professional adaptation of future specialists create the need for an innovative approach to the organization of the pedagogical process in these educational institutions. This involves the identification of pedagogical and psychological factors and the necessary conditions that affect the process of professional adaptation in the study. Therefore, a study was developed of the influence of these factors on the process of professional adaptation of future specialists, and a set of effective measures in this direction was developed and implemented. Improving the content of professional training of future specialists based on modern requirements; - Creation of courses "Innovative Learning Technologies", "Educational Technologies" in graduate school; - pay special attention to the effective organization of pedagogical practice in the process of forming professional adaptation of future specialists; - Targeted use of personality-oriented pedagogical technologies in the educational process. In conclusion, it is necessary to improve the qualifications of future employees. It is necessary to reduce the influence of factors, that is, to use books effectively.

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