

## THE IMPORTANCE OF MODERN METHODS IN DEVELOPING YOUTH'S CREATIVE SKILLS

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### ABSTRACT

This article highlights the essence of improving the mechanisms of using modern methods and technologies in the development of students' creative abilities, the scientific ideas of scientists about communicative competence, as well as the importance of forming communicative competence in students in professional educational institutions.

**Keywords:** Creativity, competence, communicative competence, mutual cooperation, communication, professional skills.

It is an important professional task of a pedagogue of a higher education institution to develop the ability to adapt to the innovations of the modern world, to prepare the young generation for the life of a constantly renewing society, and to actively participate in the processes of its improvement in accordance with the requirements of the times. Creativity includes the organization of the educational process, the construction of a creative educational process, the development of creative potential from educational technologies, the development of a balance of different methods, knowledge and skills. The essence of creativity is that intelligence is the mental potential of a person, and creativity is the ability to freely use this mental potential in a purposeful manner. The term creativity appeared in Anglo-American psychology in the 60s. It means the ability of an individual to create new concepts and new skills. J. Guilford shows a number of individual abilities characterizing creativity: - ability to direct thought according to the goal; - uniqueness (originality); - curiosity; - the ability to create hypotheses; - to be able to imagine (fantasy). In our country, as a result of consistent reforms aimed at creating conditions for human development and well-being, the realization of interests, bringing the quality and efficiency of education to a new level, opportunities for the development of students' creative



abilities are being created based on interactive teaching methods. Today, in order to improve the quality of education in the world and in our country, very large-scale reforms are being implemented, it is difficult to progress without ensuring education and its place and participation in the ongoing reforms in society. In this sense, extensive work is being carried out in our country to create a higher education system that meets international requirements. Today, in the Republic of Uzbekistan, a number of practical activities are being carried out in order to determine the priority directions of the systematic reform of professional education, to raise the process of training independent thinking highly qualified personnel to a new level in terms of quality, and to develop the social sphere and economic sectors based on advanced educational technologies. This is defined in the priorities of the President of the Republic of Uzbekistan Shavkat Mirziyoyev dated February 7, 2017 PF 4947 "Action Strategy". Also, in the decision of the President of the Republic of Uzbekistan dated April 20, 2017 PQ - 2909 - "On measures - activities for the further development of the higher education system", fundamental improvement of the higher education system and the priority tasks of the social and economic development of the country based on the fundamental restructuring of the content of personnel training,

On the basis of the above tasks, formation of communicative competence of future teachers is one of today's urgent issues in achieving educational efficiency. Reforms in the field of education in our republic require extensive use of effective factors of education, establishment of conscious cooperative relations among the participants of this process, formation of communicative competence of future teachers.

The essence of pedagogical cooperation in the educational process is reflected in the content of the joint activity of the teacher and the student, in this process the pedagogue helps the teacher to overcome the difficulties that have arisen. The main essence of pedagogical support is expressed by the description of the pedagogical process, its orientation towards a certain goal, as well as the tasks to be solved in terms of personality formation and education.

In interactive lessons, the main focus of the teacher should be on increasing the activity of students. The uniqueness of these methods is that they are implemented only through the joint activity of the pedagogue and students. Such a process of pedagogical cooperation has its own characteristics, including:

- forcing the student not to be indifferent during the lesson, to think independently, create and search;
- students' interest in science during the educational process permanence provision;



- strengthening of students' interest in science with a creative approach to each issue independently;
- includes continuous organization of collaborative activities of pedagogues and students.

The activity of the teacher in cooperation with students, within the framework of the lesson system, is expressed in the following forms of educational organization:

1. frontal work simultaneously with all learners;
2. work in groups: - work in static pairs; - work in groups; - intergroup work; - individual performance

Each of these organizational forms is characterized by a difference in the joint conduct of collective and individual education, a difference in the level of independence of learners, a difference in the management of the teaching process by the teacher, etc. A simple rule in practice testifies to this that in the first 20 minutes of a theoretical lesson, new knowledge should be given to students, and then the given knowledge should be strengthened through the implementation of debates, working in small groups and other such non-traditional methods.

The purpose of any education is the formation of knowledge and the skills and abilities to apply it in practice, to develop the necessary personal qualities and instructions.

Therefore, pedagogical cooperation is considered one of the main elements in the educational process, and one of the urgent tasks of today is to master and introduce interactive educational methods that allow students to activate and think independently. First of all, it implies abandoning the dialog of "educator - learner" and switching to a three-way interaction in the form of "educator - group - learner" in increasing student activity. The study group is divided into mobile subgroups according to their composition, and each of them learns the study material on its own. Experience shows that due to this, a much stronger connection is established between us and the students, personal and at the same time educational collective morale is strengthened. Collaborative action of students is formed, which helps to activate the learning process, to form empathy and communicativeness in them: - in the process of completing the task in cooperation, students are motivated to discuss the opinions expressed by their peers. ; - learners ask each other questions, so they need to know how to formulate questions clearly, to argue the answers, and to achieve understanding, they need to listen carefully to each other; - when working in groups, learners ask for help when needed and learn to help others.

Working in small groups relieves them of stressful situations, that is, they are free from fear and shame in front of the

whole team when they give the wrong answer. Group members will evaluate the answer in a friendly manner, allowing them to develop a sense of self-confidence. In a group of 4-5 people, a timid person feels much more relaxed than in front of a group of 25 people. This form of education ensures mutual enrichment of students' knowledge: exchange of knowledge only with methods of cooperation and action (knowledge), obtaining a common product - problem solving.

The general goal of the education system is to create responsible and well-rounded members of our society who can meet the requirements of a democratic state with equal rights.

The Law of the Republic of Uzbekistan "On Education" today set a number of requirements that pedagogues should implement and increase the effectiveness of teaching. They should organize the following:

1. Teaching skills
2. Nurturing skills
3. Personal qualities that provide an approach to humanitarian principles in educational processes
4. Ability to objectively control and evaluate the knowledge of learners

By developing the pedagogical competence of modern teachers in the process of professional activity, it can affect the life of a person and his social development to a certain extent. The main idea of the development of the educational system in modern society is the intellectual and moral-spiritual development of a person on the basis of purposeful independent activity in various fields. Before developing the professional competence of a modern teacher, it is necessary to know the true essence of this concept, and then the ways to improve it.

In scientific literature, the word competence is defined as follows:

Competence (from the Latin *Competentio* to *Competo*, to meet, to match) is the professional's personal ability to solve professional problems at a certain level. Competence also means officially described requirements for personal, professional, etc. qualities of employees of a certain organization, company (or some group of employees).

Professional competence is the specialist's acquisition of knowledge, skills and abilities necessary for professional development and the ability to use them appropriately during his work. The teacher, of course, assumes the mastery of knowledge and actions in a certain independent direction, along with the acquisition of specific knowledge and skills. Therefore, professional competence requires the pedagogue to enrich his specialized knowledge, to be able to follow new information and use it, to be

inquisitive and to be able to process new knowledge and apply it to his work.

K. Angelovski determines the structure of the teacher's professional competence through pedagogical skills

Pedagogical skills are divided into four groups here:

1. The ability to "translate" the content of the objective process of education into specific pedagogical tasks: to study the individual and the team, to determine readiness for active assimilation of new knowledge and design on this basis, to develop the team and individual students; determining the complex of educational, training and development tasks, concretizing them and defining the main task.

2. The ability to build and implement a logically complete pedagogical system: comprehensive planning of educational tasks; reasonable selection of forms, methods and means of its organization.

3. The ability to identify and establish relationships between the components and factors of education, to apply them in practice: to create the necessary conditions (material, moral, psychological, organizational, etc.); activation of the student's personality, development of his activity;

4. The ability to record and evaluate the results of pedagogical activity: introspection and analysis of the educational process and the results of the teacher's activity; defining a new set of dominant and subordinate tasks.

In Uzbekistan, a number of researches have been conducted on the professional competence of the teacher and its specific aspects. According to the research conducted by B. Nazarova, professional competence consists of the following structural foundations:

- Special or professional competence (professional activity at a high level organization).

- Social competence (joint organization of professional activities, social responsibility).

- Self-competence (being able to develop oneself socially and professionally).

Extreme professional competence (ability to work in unexpected situations).

Summarizing the results of the above research, it is necessary for a specialist to have a high level of knowledge in the process of organizing education, to be able to develop himself and to know the way out of any unexpected situations.

So, a teacher is a person who plays an important role in the process of socialization, who has a complex human image, who embodies professional qualities. At the heart of the achievements in all spheres of social life lies his work. A teacher should have a pedagogical and psychological approach to the educational process, a thorough assimilation of knowledge,



the ability to control oneself in the communication process, and the ability to get out of different situations.

In conclusion, it can be said that it is necessary to educate a well-rounded person who is fully intellectually developed, educated with social qualities, loyal to national and spiritual values, thinks in a new way, has his own personal and civil position, and embodies all the qualities of the national ideology. one of the urgent tasks. All of the above-mentioned skills serve as a foundation for students, i.e. future junior specialists, to organize their activities in the future, independently manage their work, carry out scientific research, and take their place in the team.

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