EUROPEAN INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND MANAGEMENT STUDIES

VOLUME 03 ISSUE 02

DOI: https://doi.org/10.55640/eijmrms-03-02-28 Pages: 146-150

TECHNOLOGY OF FORMATION OF INDEPENDENT CREATIVE THINKING COMPETENCE IN STUDENTS IN EDUCATION

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ABOUT ARTICLE

Key words: Scope of higher education, distance education, project style, scientific, creative, independent education.

Received: 14.02.2023
Accepted: 19.02.2023
Published: 24.02.2023

Abstract: The article provides brief information about the role of independent education in distance education, independent creative activity, the technology of forming independent thinking using project style, the history of project style, the technology used in distance education, and the types of projects.

INTRODUCTION

In the Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis of December 29, 2020 [1] and the Concept of the Development of the Higher Education System of Uzbekistan until 2030 [2], the task of raising the level of coverage of graduates with higher education to the level of developed countries is defined as one of the priority issues to be implemented in the field of higher education. . The level of coverage in the field of higher education in Uzbekistan was 17% in 1991, it decreased to 11% by 2011 and remained at this level until 2017. As a result of systemic reforms in the field of higher education carried out in the next three years, it was increased to 20% in 2020, 25% in 2021, and 50-60% in 2030. However, at present, the coverage of higher education in the neighboring countries is 40% in Kazakhstan, 49% in Kyrgyzstan, and 75% in Russia. In some developed European countries and South Korea, this figure is 90-94 percent. Bringing higher education coverage and quality of education to the level of developed countries requires a large amount of budgetary costs. Therefore, the organization of distance education based on the individualization of educational processes on the basis of digital technologies in the higher education system of Uzbekistan is one of the main solutions to this current problem.

Extensive use of self-development and self-assessment technology in distance education is beneficial. It requires the use of several innovative pedagogical technologies aimed at developing independent creative and scientific competences of students. One such technology is design technology.

The style of projects in most cases means any creative and specific practical activity. This method forms a sense of independence and responsibility in students, teaches a culture of mutual respect and equal treatment with one's partner. V. from the style of projects in practice. Kilpatrick's article "Design Method" (1918) was used before it was published. Especially this method is widely used as the most effective method in the sciences of practical importance. In the United States, the idea of constructivism, problem-based approach to learning and research methods have taken a strong place in educational institutions. In Russia, the style of projects has been used since 1905. Teacher S.T. A small group led by Shatsko promoted this style. This method was developed during the Soviet era by N.K. It was also widely used in schools by Krupskaya. Currently, the project method is widely used in the educational process of the United States, Russia, England, Belgium, Israel, Finland, Germany, Italy, Brazil, the Netherlands and many other developed countries as the most common pedagogical technology in the world.

Sludge can be in different forms as shown below :

RESEARCH PROJECTS

Such projects will have a well-thought-out content in the form of a clearly defined goal, the relevance of the research subject for all participants, social significance, methods, including the number of experiments, methods of processing the results. They fully obey the logic of research and in terms of content correspond almost or completely to real research works. These projects require the following steps:

Creative projects. It is known that any project requires a creative approach. When determining the type of project, it is necessary to take into account the dominant, that is, the most dominant characters. Creative projects intend to formalize the results accordingly. Such projects do not require a detailed, detailed analysis of each element in the joint activities of project participants, the main focus is on the final result and are subject to the logic of group activity. In this case, the planned result and the method of its presentation are agreed upon. Therefore, the formalization of project results requires clear, well-thought-out content.

Role playing projects . The exact composition of such projects is roughly determined at the beginning of the project and remains open until the end of the project. According to the content and character of

the project, the participants take a certain role. In this case, there may be problematic situations that arise in accordance with the problem of the project, which have acquired working or social relations. The result of such projects is either determined at the beginning of the project or formed during the project.

Practical projects. In these projects, the result of the student's activity is clearly defined at the beginning of the project. Of course, the student's social interests and interests are taken into account when determining the outcome of the project. Such a project consists of a well-thought-out composition, in which the function of each participant is determined, and the scenario of the activities of all participants is created.

Information projects. This project is intended for a wide audience and is based on first collecting information about an object or event, introducing the project participants to this information, analyzing and summarizing it in order to create a secondary text . Such projects, like research projects, have a well-thought-out content and require the possibility of making systematic adjustments during the project activity. The content of such a project can be defined as follows.

Monoprojects. According to the rule, such projects are organized within one discipline. For this, the most complex section or topic of science is taken and the project is carried out during several sessions. Of course, working on a monoproject involves the use of knowledge gained in other disciplines. In addition to clearly defining the purpose and task of the project, the knowledge and skills that students should acquire as a result of the project are also planned.

Interdisciplinary projects. Such projects are mostly done outside of school hours. It can be a simple project in several disciplines or a project focusing on the solution of a specific complex problem within the framework of a continuing general education institution. But the result of the project must be significant for all participants. Such projects require highly skilled coordination by specialists.

Secret coordination projects. In such projects, the coordinator cannot take part in the network or in the activities of the group participants. He participates as an equal participant in the project. In such a case, a specialist in a specific field (for example, a writer, lawyer, engineer, environmentalist, doctor, etc.) or a teacher-coordinator, as a specialist with full knowledge, participates as a coordinator.

CONCLUSION

In conclusion, it can be said that projects are remote from the style education appropriate use in the educational process leads to the formation of creative thinking skills and the ability to find solutions to any non-standard problem situations in students, and it is an innovative pedagogical technology that meets the requirements of modern education.

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