EUROPEAN INTERNATIONAL JOURNAL OF PEDAGOGICS

VOLUME03 ISSUE10
DOI: https://doi.org/10.55640/eijp-03-10-16 Pages: 86-90

METHODS OF DEVELOPING CREATIVE COMPETENCE OF STUDENTS OF HIGHER EDUCATION INSTITUTIONS ON THE BASIS OF AN INTEGRATIVE APPROACH

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ABOUT ARTICLE

Key words: Creative competence, creative thinking, creative, integrative approach, non-standard, problem situations.

Received: 20.10.2023
Accepted: 25.10.2023
Published: 30.10.2023

Abstract: This article describes the scientific and pedagogical foundations of the development of creative competence of students of higher educational institutions. A detailed analysis of directions for developing creative competence of students of higher education institutions is also given.

INTRODUCTION

One of the ways to ensure quality in higher education and develop the creative competence of future teachers is the effective use of an integrative approach, the wide and correct use of innovative pedagogical technologies in the educational process. Future personnel are required to have the ability to solve standard problems as well as solve non-standard, problematic situations in a timely manner. If the main role of education is to provide quality education necessary for future teachers to succeed in society, then creative thinking is a necessary requirement for the development of current students. Creative thinking is innovative (i.e., innovative, original, non-standard, unusual, etc.) and effective (practical, effective, economical, optimal, etc.) ideas, acquisition of knowledge, development of ideas aimed at effective expression of imagination, is the ability to effectively participate in the evaluation and improvement process.

THE MAIN RESULTS AND FINDINGS

Creative thinking encourages unusual problem solving. In the assessment of creative thinking, attention is paid to the competence of various ideas, as well as the development of creative ideas, evaluation and improvement of ideas. The formation of creative thinking begins with the educational process. Teaching future teachers to think freely, passing training through its technology and methods, serves to form students' knowledge and skills, as well as their creativity and creativity.

Creative thinking is the ability of a person to think through problematic situations, to get stuck with an unrepeatable idea, to respond to it creatively. The concept of creativity (lat., eng. «sreate» - uaratish,

«creative» uaratuvshi, изображение) when translated from the English language, means creation, it means material and spiritual connections preserved in original (unique) language. it's a waste. Creativity is a striving for creativity, a creative approach to life, a constant self-critical review and analysis. Based on the modern dictionaries of psychology and edagogy, the creativity of the future teacher can be defined as the level of knowledge, creativity in his thinking, communication, special type of activity. It is based on originality, practicality, unusualness and freedom.

Creative thinking applies to all types of activities. Linguistic creativity is also present in this, which is the ability to think figuratively and understand, which is a product of certain thinking, based on different level units of the language. Language has the ability to express concepts in different ways. In this case, the student's choice of method and tool, how to express it, is definitely determined by how much creative competence he has. A creative person is unsuccessful not in the fact that the knowledge he has is great, but in his pursuit of ideas, his unusual ability to solve problems, and his ability to make unexpected decisions.

It is necessary to determine the directions for improving the creative activity of students of editorial higher education institutions:

- in order to increase the editorial and professional level of students, their theoretical, scientific and practical researches, technological development and assimilation of innovations in the specialized subjects being taught;
- effective modern education and innovative technologies, advanced foreign experiences, improvement of higher educational institutions, qualification requirements, curricula, programs and methods based on the needs of the times;
- students of higher education institutions acquire modern and innovative editorial and information and communication technologies, using the global Internet network, multimedia systems and distance learning methods, and actively apply them to the educational process;
- to increase the level of practical assimilation of specialized knowledge of the future editor staff, to continuously improve their professional skills, editorial and scientific activity;
- conducting continuous qualification and practical training in educational areas and pilot-testing of graduation qualification work in selected facilities.

The basic features of the creative function are as follows:

relative independence. Each creative function is determined by an independent system of certain parameters, providing a part of the editorial activity;

direct connection with other creative functions within the editorial process. Not a single feature was removed without reason during the entire editorial process;

the possibility of organization and division. In special circumstances, the performance of this creative function can be entrusted to a separate teacher, but his activity cannot be carried out in isolation from teachers performing other tasks.

There are also other approaches to determining the structure based on invariant and variable components in the author's creativity. For example, O.A. Abdullina looked at the content of the students' editorial work and showed the interrelationship of general (basic), special (additions taking into account the specialization of the faculty) and individual (classification and individualization of education and training). rad [6].

A.I. Riskunov's point of view is noteworthy, he distinguishes the following in the structure of the creative competence of his teaching: 1) invariant basis (fundamental knowledge in the field of philosophical, psychological-edagogical and methodical sciences, various forms of educational and

extracurricular activities and technological knowledge, creative and editorial skills in the field of organization of types); 2) a variable part that takes into account the features of the student's scientific and educational abilities, his personality, interests and abilities [7].

In the analysis of psychological-edagogical literature, the functional model of the structure of editorial activity consists of three parts. Its first component - gnostic, cultural-informational component - is related to the worldview, methodological and axiological aspects of teaching, education and training, and the second - organizational-practical - communicative interactions of teachers and students. provided the beginning, realization and completion of the logical, so-and-so-edagogical interactions.

It can be seen from the above that the possibilities of an integrative approach to the development of creative competence are wide. Integration (embodiment) and differentiation (stratification) do not exist separately from each other, but they always appear simultaneously as two sides of the object being studied. One of them may have a certain temporary superiority in scientific knowledge. Unlike the interaction of modern scientific knowledge, integration processes can take place in the following directions: as internal scientific development within a separate discipline; in the framework of interdisciplinarity, that is, within one or several fields; within the framework of special holistic scientific knowledge.

An integrative approach is a combination of the directions indicated above can be imagined as In two or more relatively independent parts to combine ongoing processes - to be the result of integration possible The results of scientific research devoted to various issues of the integrative approach showed that there are three levels of integration: within the subject - integration of concepts, knowledge, skills, etc. within individual elements; interdisciplinary - synthesis of facts, concepts, principles, etc. from two or more disciplines; transdisciplinary - a synthesis of the components of the main and additional content of education.

The main ideas of the integrative approach are: personal direction of education (educational process); formation of generalized subject structures and methods of activity (mastery of knowledge based on the understanding of laws); the priority of motives that create meaning in education (motivational, internal, external and organizational); consistency in teaching (understanding of connections within scientific theory); problem-based learning; reflect activity; dialogic (communication process).

The goal of the integrative approach: to form a holistic vision of the world. In the framework of integrated education based on an integrative approach, separate technologies can be distinguished: integration; design technologies; educational technologies in the world information community; teaching large systematic training courses based on the Internet. The process of integration requires the fulfillment of certain conditions: the objects of study are the same or sufficiently close; integrated entities use the same or similar research methods; they are built on the basis of general laws and theoretical concepts. Experts distinguish three stages of integration: understanding, correlation, integration.

Several types of integration in education can be distinguished: integration of subject content in education; integration of scientific approaches, methods, practices and technologies of education; integration of theoretical education and practical activities; integration of various types of integrated educational activities in the open educational space (pre-school, general, higher, post-higher, basic, additional, etc.) into a single continuous education system; integration of various participants of the educational process in a single educational space (integration of teams of teachers, students and parents, integration of special socio-cultural groups into the educational system); integration of all

participants of education into a single event space of culture, culture; integration of local education into a single global process.

CONCLUSION

The conclusion is that the modern world is built on an integrated basis, which requires multifaceted knowledge, skills, the ability to choose the right information from the flow of information and manage it competently; education should also be built on an integrative basis, introduce a person to a new world and help to master it. The integrated educational space of higher education institutions eliminates the need to repeat the educational material and provides systematic and integrated knowledge about the world, human culture, and their components.

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