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SCIENTIFIC AND THEORETICAL BASIS OF CREATIVE COMPETENCES FORMATION AS AN EXAMPLE OF ENGLISH LANGUAGE COURSES IN THE STUDENTS OF A PEDAGOGICAL HIGHER EDUCATION INSTITUTION

Submission Date: May 13, 2023, **Accepted Date:** May 18, 2023,

Published Date: May 23, 2023

Crossref doi: <https://doi.org/10.37547/ijp/Volume03Issue05-11>

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ABSTRACT

In this article, the author paid special attention to the scientific-theoretical foundations of the formation of creative competencies in students of the higher educational institution of pedagogy. This article is covered using the works of Uzbek and world scientists.

KEYWORDS

Creative, creative competence, student, pedagogy, negotiation, thinking, assessment, communicative, creativity.

INTRODUCTION

A person's creativity is evident in the process of conversation. It is manifested in his thinking, communication, feelings, and actions, especially during the conversation. Creativity itself is a manifestation of talent, because in order to be creative, a student must have a broad worldview. Today, pedagogues around the world determine the existence and level of their creative qualities. For this, pedagogues in the world E.P. Based on Torrens in 1987, they pass a test that determines whether a person has creative thinking. The test will clarify the ability of pedagogues to think quickly. According to information, E.P. According to Torrens, on the basis of the concept of "creativity" the

following are covered: putting forward a problem or scientific hypotheses; hypothesis testing and modification; problem identification based on the formation of decision results [1].

THE MAIN RESULTS AND FINDINGS

Speaking of creativity, if we take the example of English classes, students need to have a high level of creative thinking competencies in order to speak beautifully. In order to improve speech, students should use various language tools and have the ability to effectively use various idioms, phraseological combinations, and compound words.

Thinking with new ideas is the basis of creativity. The formation of creative competence in students means the formation of future personnel as specialists with high potential, who can create new methods in education and teach in a special way. There are various factors that require creativity. They are as follows:

Interpreters-pedagogues should be able to interpret the subject correctly and in an unusual way in order to convey the information of their specialty to a full-fledged learner in the future.

Analysts are required to be able to correctly analyze data and ensure the accuracy of information during future data collection.

In the process of logical and evidence-based thinking-creative thinking, the information given should be based on evidence and be reliable.

Evaluation - future pedagogues should be able to listen to the opinions of students in the training and assess the validity of the information without accepting them directly.

Students of the Higher Educational Institution of Explanation-Pedagogy are required to be able to explain their thoughts in a modern way without leaving room for questions.

Knowing your limits is being able to develop your own ideas in the process of creative thinking, listening to the opinions of others when faced with difficulties.

In order for students to think creatively, it should be formed more deeply. Another way to think creatively is to make effective use of artwork. In the process of reading literary works, not only students' speech, but also their worldviews are formed. Naturally, we turn to various interactive methods, for example "Jigsaw", to form creative competencies in students. The

advantages of this method are that students find solutions to problem situations raised by the teacher. As a result:

- it is possible to evaluate a large number of students in a short period of time;
- all learners actively participate in the lesson;
- ideas are visualized;
- there is an opportunity to check the knowledge of students;
- students' interest in the subject increases.

Also, in order to effectively use such methods, it is necessary to observe some rules: let students feel free; - to make sure that they are provided with equipment; determine the relevance of the topic; achieve justification of expressed opinions; that the expressed opinions are enriched with new ideas; listening to students' opinions and creating conditions for them to express their opinions freely.

One of the main conditions for the development of personal creative competence in students of a higher education institution of pedagogy is to bring the knowledge acquired during the education process in connection with real life, and to effectively direct the student's process of learning theory and his independent education. , creating various problem situations and finding their solutions, taking into account the mental state of the student.

Naturally, today's modern education system has set itself the main task of forming students' ability to think freely, creativity, and independence. The definition given in the researches on creativity, competence or creative competence, on the one hand, the content diversity of the descriptions indicates their relevance, on the other hand, it shows the diversity of approaches to the interpretation of their essence in the world. Based on them, it is possible to conclude that

pedagogical creativity of students of higher educational institution is essentially characterized on the basis of communicative and didactic creativity. Pedagogical conditions, innovative methods, methods used in the educational process to achieve the set goal of teaching students of the higher educational institution of pedagogy specialized subjects, in particular, the English language with a focus on creativity, forming professional competence as an indicator of their personality and tool integration is also an important factor. In this case, the use of educational projects and the use of the "Systematic personal-creative competence" technology are effective means of achieving the set goal.

Today, there are many demands placed on students in higher education. And of course, in order to achieve professional success of students, work is being done on the problems between them. In particular, today's students are thinking about what deep new realities and conditions they are facing and what is the state of their creative competence. According to G. Altshuller[2], one of the world scientists, "Creativity is the possibility of overcoming contradictions, problematic situations", N. Druzhinin [3] "Creativity is the activity of a person in all spheres, regardless of talent, creativity ability". As a result of creativity, students are more likely to find solutions to the questions or problems that arise in any situation. Taking creative competence as an example of the English language, students should be able to think creatively according to the topic and focus on the audience during the conversation in order to develop negotiation, conversation and language skills during training. For this, the levels of creative competence must be effectively developed. In our country, special attention is paid to the training of students and personnel who can think in a new way and create new ideas. This, in its place, implies a lot of research and

research. The high level of creative competence of students indicates that they will become mature staff.

In the example of English classes, the following pedagogical tools for the formation of creative competences in students of higher educational institutions of pedagogy can be effectively used:

- effective use of interactive software tools of the educational process, including: video, audio, blackboards, flip-chats, multimedia and ICT;
- the availability of special popular and scientific resources on the topic and increasing the possibilities of their use;
- self-realization by using our national values, conversations, meetings, going to museums, cinemas and theaters;
- organizing meetings with foreign scientists in cooperation with foreign countries and organizing online conversations with them;
- increase the indicators of mastering foreign languages;
- conducting roundtable discussions based on life events;

American scientist J. Renzulli developed a model with the content of talent. In this model, talent is manifested as a set of three interrelated components: intellectual abilities, creativity, diligence (motivation, determination, perseverance).

If the scientist of his time described talent based on the three-circle model, modern education defines talent not as a triad, but as a sextet: intellectual abilities, diligence, creativity, communication, self-psychological ability, competence. It seems that student creativity is important here. Creativity is systematized, and this system serves to create innovation. The creative process evaluates itself as a changing mental sequence and requires constant

change. Because times are rapidly developing and thinking is also changing. American linguist N. Chomsky introduced the term "competence" into the scientific field. He defines language competence as understanding and intuitive knowledge of the language system in order to create grammatically and semantically correct sentences. Later, sociolinguist D. Khaims, who further developed N. Chomsky's theory, put forward the concept of "communicative competence" and interpreted it as the ability to use language correctly in social situations. It can be seen that we have communicative competence in an integral connection with creative competence. Because creative competence is also implemented in the communicative process. For example, it is necessary to exchange collective opinions during discussions and conversations during English classes. In the team, students are required to negotiate with new ideas in a creative state in order to convey their thoughts to each other beautifully.

Edward de Bono said: "Imagination is the main source of human potential. Our future depends on our thinking." Of course, the future will be developed by new unconventional thinking. Unconventional thinking is the ability to search for unusual, new, optimal solutions through random and even illogical methods in order to get out of a voluntary situation. Unconventional thinking is the ability of people to think in ways that are inconsistent with their usual way of thinking, to draw conclusions in unusual ways and ways, to look for even abnormal but optimal alternatives to get out of the situation, to always approach problems and events through creative thinking. . Creative competencies are the ability to think outside the box. Another important aspect of creative thinking is being able to make good decisions. Because the result of creativity can be seen in the right decision.

Creativity is the main tool for solving problems. The creative process consists of four stages, which are as follows: recognizing the existence of a problem; development of various ideas; assessment of developed opportunities; draw appropriate conclusions that lead to problem solving.

Over the years, Newell Shaw, Simon, Isaksen, Dorval, and Treffinger have linked creativity with problem solving. When a problem is revealed, of course, attention is paid to finding its solution. In the process of research, new ideas arise in order to find a solution to the problem, and new ideas require creative competences by themselves.

Today, the unique features of developing creative competences in students of pedagogical higher education institutions through English classes are that they have wide opportunities to use foreign experiences to form creative competences, language skills. By developing creative competencies in students, they develop the ability to look at things and events from different perspectives. Creative competencies are the ability to connect unrelated ideas and concepts. It is also the process of creating new ideas or solutions by combining existing concepts. Developing creative competencies is important for students to solve problems, innovate and make decisions.

CONCLUSION

One of the benefits of creative competencies is that it helps students to learn better. Students with high creative thinking skills process information efficiently, which allows them to learn new concepts more quickly. They are also more likely to remember what they learn. Students with strong creative thinking skills are able to remember facts and figures, for example, in English lessons, students are able to remember dictionaries,

leading in many areas. Encourages students to ask questions, test their theories, conduct experiments, and act to respond to the reality around them.

Creative competencies develop a high level of confidence in students. In addition, creative competencies allow students to be emotionally resilient. Creative thinking increases emotional intelligence, which helps students cope with stressful situations and develop various skills that can be used in other areas of life. Formation of creative competences in students of higher educational institutions of pedagogy, as an example of English language training, helps them to become mature staff.

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