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## THE ESSENCE OF CREATIVE COMPETENCE IN PEDAGOGY AND MODERN APPROACHES

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### ABSTRACT

This article talks about creative competence in pedagogy, its place and essence in the educational process, competence approaches to it, specific features of formation and development of creative competence in students.

### KEYWORDS

Education, knowledge, skills, competence, creative competence, competence approach, pedagogical and information technologies, integration, analysis, synthesis, comparison, abstraction, etc.

### INTRODUCTION

In pedagogy, scientific research is being carried out on the development of creative competence in students, improvement of the methodology of harmonizing educational content with scientific achievements, and diagnosis of the formation of this competence.

In the Strategy of Actions on the five priority directions of the development of the Republic of Uzbekistan in 2017-2021, the tasks of fundamentally improving the quality of education and in-depth study of subjects in high demand are defined in the priority direction of the development of the social sphere. This expands the

possibilities of providing the educational process with the necessary information, finding and implementing optimal solutions for their assimilation, and developing creative competence in students.

Education based on the competence approach is characterized by the preparation of students to use the acquired information in standard and non-standard situations of educational and life activities.

Adaptation of education to the requirements of modern development implies improvement of

electronic educational resources from subjects, ensuring active communication of students with electronic resources, implementation of independent education and self-assessment, formation of competences for operative search of necessary information and its use in solving emerging problems. In this regard, one of the indicators of the quality of education is competence. It is not only a collection of knowledge and skills, but it is characterized by the ability of students to mobilize the acquired knowledge and apply it in practice in concrete situations.

The main essence of training based on the competence approach is to direct the knowledge, skills and abilities acquired by students in the educational process of vocational subjects to the formation of competencies to apply them in their personal life, as well as in their future professional and social activities. Pupils should have the necessary competence to engage in personal, social, economic and professional relationships during their future life, to take their place in society, to solve the problems encountered in this process, and most importantly, to be competitive in their field and profession.

It is known that higher education institutions are responsible for forming basic competencies in students through the educational process, including communicative, information processing, self-development as a person, socially active citizenship, general cultural, mathematical literacy, awareness and use of science and technology innovations, and competence formation. and assigned development tasks.

Modern approaches provide for the formation of necessary competence in students through the mutual integration of pedagogical and information

technologies in the teaching process. The formation of this competence through an integrative approach in the teaching of vocational subjects prepares the ground for the development of creative competence of students, orientation to conscious behavior, and the development of a scientific worldview through the use of thinking operations in solving problematic educational situations that arise in the educational process.

Case-study, brainstorming, students' mastered knowledge, skills and abilities, test tasks formed in order to evaluate the special competences related to the subject are used in the teaching of these subjects as a result of information processing, analysis, synthesis, comparison, generalization through abstractions, conclusion, finding a solution to the educational problem. allows to promote new ideas.

The principles of including the competence approach in the content of the standards of professional education, general education subjects in the world's leading scientific centers and HEIs, their influence on changes in the pedagogical system, psychological and methodological bases and features, the concept of independently achieving educational results, the interpretation of the competence approach, oriented to the development of the individual, social and known scientific researches are being carried out on competences related to activities in one field.

In pedagogy, scientific approaches aimed at increasing the quality of educational and methodical support of students' competence, introduction of virtual forms of practical training, competence approaches in teaching profession-oriented subjects, teaching based on practical training reflecting interdisciplinarity serve to increase the quality and efficiency of education. The

reforms taking place in the educational system in the educational institutions of our country, the requirements for competent personnel create the need to develop educational competencies in the process of teaching each subject.

This justifies the need to clarify the content of education aimed at improving the teaching methodology and the structure of necessary support and subject-related competencies in the development of students' competence, and to improve the model and methods of developing students' competence on the basis of general competence approaches related to the basis and subject.

When it comes to competence, "level of knowledge" is understood as the activity aimed at mastering the theoretical aspects of the issue of "being able to think about the essential reality of this or that object". In the works of A.V. Khutorsky, the definitions of competence and competence, in particular, "...a person who has the necessary knowledge and skills to work in a certain field is a competent person". In the works of V. V. Serikov, competence is explained as "the way to be educated, knowledgeable, skilled is a set of concepts that allow to manifest one's personal identity."

Thus, "competence" and "competence" allow to align the educational goal with all subjects of the educational process, increase the level of motivation of students, and ensure the unity of the educational and educational process.

There are different definitions and approaches to the word competence. In particular, the word competence is explained in the "National Encyclopedia of Uzbekistan" as follows: competence (lat. competo - I

am achieving, I am worthy, I am worthy) - the powers of a specific state body (local self-government body) or an official defined by law, charter or other document, right and scope of duties; knowledge, experience in this or that field.

The concept of competence is considered not only as a category of knowledge, but also as a category of personality. Accordingly: acquisition of necessary knowledge, skills and qualifications; personality characteristics that determine the ability to perform some activity; it is emphasized that it should consist of components such as a set of professional characteristics and the acquisition of relevant competencies by a person.

Issues such as the introduction of the competence approach to the educational system, the selection of competencies, their formation in students, the assessment of their competence, and the improvement of the student's normative documents based on the competence approach are urgent.

It is determined the need to create state education standards based on the competence approach, which will teach students to apply the knowledge they have acquired directly in everyday life, and to apply them to the educational process. In enriching the educational content, approaches based on the current educational standard and the competence approach are systematized. Training a competent person through the use of modern pedagogical technologies in the educational system, teaching students to solve problems encountered in everyday life from the knowledge gained through academic subjects, and jointly developing basic and subject-related competencies in them determines the effectiveness of education.

Education based on the competence approach does not require students to develop knowledge, skills and abilities separately, but to acquire them comprehensively. This is related to the selection of basic and subject-related competencies to be formed in them and the methodology of their development. This approach: prepares students for conscious learning; increase their level of independence; based on principles such as being able to apply the knowledge they have acquired even in non-standard situations.

Necessary competences are embedded in the content of all subjects in the curriculum and are formed in the course of the lesson on the basis of general competences related to the subject. Basic competencies as a category of education characterize the criterion of perfect human education. Therefore, all subjects appear as a means of forming basic competencies. In this sense, it is necessary to select the general competences related to the subjects, in particular, to the profession-oriented subjects, the indicator of their development in the individual - determines the certain competence.

Competences are formed in the course of the lesson, just as students' knowledge, skills and abilities are mainly formed during the lesson. Therefore, the requirements for the technology of lesson organization based on traditional and non-traditional methods of teaching are important. According to the didactic goals of the traditional lesson, it consists of such types of lessons as: introducing the student to the topic, learning and strengthening a new topic, checking and correcting knowledge and skills, in which central management is carried out by the pedagogue.

When organizing lessons based on the competence approach, first of all, it is necessary to strengthen the student's motivation to study the environment, to search for the necessary information and to be able to apply it in real life. Based on this, the activities of the pedagogue and the student will change. Such classes meet didactic requirements such as: planning, organization, implementation and control, correction and analysis.

According to the purpose of the lesson, it is required to make students understand that they are not competent in this topic and what they should learn. By creating a problematic situation where contradictory facts, scientific theory and a life event contradict each other, lessons (informational - what we learn, what we teach; operational - how we study; motivational - why it is necessary; communicative - with whom) and where?) can be arranged.

A student's logical, critical thinking is the basis and component of independent thinking. Therefore, the systematic organization of the process of teaching them to think critically makes it possible to develop their communicative competence. At the moment, the main task of teaching students to think critically in today's democratic society requires the ability of every citizen to solve the problems facing him, to have active civic competence.

The educational content based on the competence approach implies the formation of basic and subject-related competencies, preparation for life through the development of student competence. The technologies used in the lesson are also one of the main factors. There are many educational technologies in pedagogy, which are modern, traditional, person-centered, student-centered, and subject-specific.



Educational technologies have a number of opportunities in the development of student competence. Regardless of the type of lesson, the problem in it should be directed to their creative thinking, activation, and formation of competencies. Technologies based on their activation are also different: game; problem-based education; designing; training or interactive learning technologies are selected based on the lesson objectives and educational content. For example, in the process of problem-based education, a certain educational problem is set under the guidance of a pedagogue, and students are given the task of solving it. In this, their social activity, entering into mutual communication and mathematical literacy in searching for a solution to the problem, competences of using scientific and technical achievements are formed.

In general, vocational subjects are in the state educational standard based on the competence approach in the subject: observation, understanding and explanation of processes and events; conducting experiments, measuring quantities and drawing conclusions; it should be aimed at forming competences to use tools in practice. One of the effective methods in the formation of these competencies is conducting experiments, which performs several didactic functions: interest in the subject, activate the student's attention, teach them to work independently, and support the formation of subject-related competencies.

When using competence-oriented tasks, it is necessary to take into account the student's age, psychophysiological characteristics, and what aspects of competences are being formed, at what stage of mastering the subject, tasks are given to them. These tasks teach to work with documents, to reflect real life,

to guess, to research, to gather information and to make meaningful predictions. These tasks teach students to follow the norms and rules of public speaking and speaking, to think about questions that the audience may ask after the lecture, and to work on choosing approximate answers to them. In this, they engage in group communication, present their ideas to others, and discuss other's ideas as a group.

It is important to master science and develop students' logical thinking. For example, why can't a nail be melted in a candle flame? Many people answer this question that the temperature of the candle flame is not enough to melt the nail. But the temperature of the candle is around 1600 oC, and the melting temperature of iron is close to 1500 oC. Such assignments can be used as summarization, control, homework, and in the formation of creative competence in students.

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