

**CREATIVE COMPETENCE IN THE EDUCATIONAL PROCESS PEDAGOGICAL TECHNOLOGIES IN FORMATION**Akhmedova Nigora Dadakhonovna  
Andijan State Medical Institute

Head of the Department of Uzbek Language and Literature, Ph.D

**Abstract**

This article talks about pedagogical technologies in the formation of creative competence in the process of education. It is known to achieve high efficiency in teaching it depends on the choice of teaching methods educational technologies, suitable for the types, forms and educational content of lessons and how to use them.

**Keywords:** pedagogical process, pedagogical etiquette, ethics, professional etiquette, moral qualities, formation, teaching methods, lesson types, forms, educational technologies.

Rapid changes in the economy, politics and social life of modern Uzbekistan are causing changes in other social institutions of the society. In this regard, in the new socio-cultural conditions, educational institutions cannot develop without renewing their activities, without changing the content, forms and methods of work. Educational institutions operating in the innovative mode are developing. Many teachers emphasize the uniqueness of the Uzbek innovative pedagogical movement related to the intellectual potential and the concept of unique developments in the content of education.

Thus, we see that innovations originate from the real life of educational institutions. In order for this innovation to have the status of innovation, it must meet the above requirements that can be determined as a result of monitoring. The creator of the pedagogical process, the carrier and subject of the general and professional culture, is based on the fundamental idea of increasing the quality of education by creating conditions for the development of the personality of the teacher who performs his professional activity. The teaching profession has developed four leading strategies for reforming the educational system. The first, relatively motivational-value strategy for updating teacher education brings to the fore a set of problems related to increasing the importance of the value component as teacher education.

As our country stabilizes its independence year by year, its prospects depend on the development of today's generation into well-educated, spiritually and physically well-rounded people. First of all, it is necessary to achieve the effective organization of educational work for the young generation to master the basics of scientific and worldly knowledge, to develop a broad worldview and scope of thinking, and to form spiritual and moral qualities. After all, to create a bright perspective of the country, to spread its name to the world, to show our national and cultural heritage created by our great ancestors to the society, to enrich them, to ensure that the Republic of Uzbekistan occupies a place among the developed countries, to develop the young generation into a perfect person directly depends on finding it.



There are psychological guidelines for measuring creative thinking. the most famous in world psychological practice is the Paul Torrens test. This test allows you to assess:

- verbal creativity;
- figurative creativity;
- special creative ability;
- speed-quantitative indicator, in tests it is often the amount of completed tasks;
- resilience - an indicator that evaluates the diversity of ideas and strategies, the ability to move from one aspect to another;
- originality (uniqueness) - this is an indicator that describes the ability to push ideas that differ from fixed, banal, generally accepted, generally popular ones;
- the ability to see the essence of the problem;
- the ability to resist stereotypes.

Within the framework of the research, the creative development of students is widespread Appearances are described:

- passive introduction (interest in creative activity and internal need);
- creative-reproductive (compatibility with students' desire for creative activity and its reproductive character);
- partially creative (the student's activity requires systematic desires and wishes, his creative activity is of a sought-after nature);
- private creative (when managing the student's own activity, his cognitive activity turns into creativity).

Scientist G.N.Ibragimova highlighted in her research the development of students' creative abilities based on interactive teaching methods and technologies. The following results were achieved during the research:

- general professional and development of students' creativity skills
- the components of the activity structure focused on field-oriented cognitive, social competencies were clarified;
- to develop creativity skills in an interactive educational environment
- developed an integrated methodical system, content of reproductive, creative-research and innovative stages, as well as prognostic and qualitative methodology for process efficiency assessment;
- higher educational institutions improved the general qualification requirements for the creative competence of pedagogues in the field of education "Pedagogy";
  - Designing educational and educational activities based on an integrated approach in the organizational-creative moment, formed practical proposals and recommendations for the development of students' creative abilities by means of interactive teaching methods and technologies.

The problem of human formation is extremely complex and multifaceted. The following aspects of this problem are being studied quite effectively in modern pedagogy:

- researches are being carried out on problems such as a prospective model of pedagogical process-oriented education, a relatively ideal state of professional, spiritual and moral formation. Because the description of the child's behavior at one or another level, the existing



level of the formation of personal qualities in them and the design of the ideal level in the target are envisaged;

- creating a system of effective means, forms and methods of education; selection of necessary knowledge and development of a system of activities to achieve the set goal;
- psychological and pedagogical study of the features of the process of formation of necessary qualities and habits required to be formed in a person;
- sociological-psychological analysis of the specific characteristics of the children involved in the educational process;
- development of criteria and indicators for assessing the formation of certain qualities and characteristics in children;
- such as the creation of an effective system for monitoring the progress of the educational process - monitoring of the educational process.

Determining the scope of each of the above-mentioned issues, combining them into a single system is solved within the framework of the problem of effective management of educational work. The essence of effective management of the educational process is to achieve the intended result by using convenient means and methods of education. It will be possible to achieve the intended result only if educational work is systematically organized based on a certain consistency.

Our main idea is that the formation of pedagogic moral qualities in students of pedagogic educational institutions should form the basis of the educational process. Such organization of professional and ethical education forms in students the ability to acquire an active life perspective typical of educators, exemplary standards of etiquette.

For the effective organization of professional and moral education:

- 1) clearly describe and justify the required ideal state of professional and ethical formation;
- 2) to determine the current state of the level of professional and moral formation of students;
- 3) defining specific ways, means, work methods, and forms that can change the existing situation towards the desired ideal;
- 4) it is necessary to control, compare and if necessary, make corrections of the changes that occur under the influence of education.

That is why three aspects of the problem of effectively managing the educational process: what should be the level of professional and moral formation of students? what is the current situation? It requires paying attention to how it can be changed to any ideal.

Ethical behavior of a teacher is manifested in the mutual relations between students and educators. It should be noted that this approach is somewhat limited. Because the educator's professional ethics is not only manifested in the process of communication with children, but is expressed as a first-level need throughout his entire activity. There is a complex relationship between moral education and pedagogical etiquette education.

The concept of teacher ethics means the life system of the educator's worldview. In it, the professional perfection of a person is considered the highest blessing and criterion of social development. The content of the concept of teacher ethics includes economic, political and legal aspects along with ethics. For example, the concept of pedagogic ethics in the conditions of a democratic civil society: social human relations in the political sphere - democratic



relations; It embodies respect for the dignity of the person, his inviolability, free development and manifestation of his abilities as defined in the Constitution of the Republic of Uzbekistan. The scope of application of the concept of pedagogic ethics in relation to other categories of ethics is very wide.

Scientific-research works aimed at the formation of pedagogic moral qualities in future educators, social relations that form the ground of professional and ethical education - the relationship of society to the individual and the individual to the society are the basis for the study program of the professional and ethical formation of future educators serves as This program was also used as a basis for the practice of forming pedagogic moral qualities in future teachers.

There are three types of main relationships that make up a person's relationship with society: relationships with the environment, other people and oneself; as well as their forms: Motherland, history of our people, cultural heritage, place of birth, attitude to nature; attitude towards loved ones, friends, fellow students, colleagues; educators to children, parents; self-relation became the basis for practical educational work.

Along with this, a number of activities were defined and implemented to help increase students' socio-humanitarian, professional pedagogical and psychological moral knowledge. The future teachers enriched the information and knowledge acquired during the lectures by independent work on the first sources. At the end of the class, students chose one of the three proposed topics and wrote a final test. The selection of the final works was held, and the winners were awarded with "commendations". The written works, which were considered very good, were recommended to the traditional scientific-theoretical conference of students. Socially useful work of future educators can fulfill various educational goals and have professional and moral educational value only if certain conditions are met. It is desirable that the socially useful work of students is first of all inextricably linked with the professions they will perform in the future. The social work performed by the student should be professional, pedagogical, educational and morally educational in nature.

Professional and ethical formation of students in the process of socially useful work is a complex and multifaceted process. There are a number of objective factors that influence the formation of pedagogic moral qualities in future teachers, traditions and customs formed in the community, as well as subjective factors: the interests and needs of the individual, opportunities, the level of growth of social needs in him, etc. is also done through

The nature of mutual relations formed in the team, the level of understanding of responsibility of managers and executors are of decisive importance in the organization of students' labor activities. Much depends on the content, direction and organization of work. Meeting the interests of the society, the community, high social goals, and socially beneficial work aimed at the individual's interest serves to develop high humanity, professional and ethical qualities. Therefore, the content and directions of socially useful work performed by students, i.e., future teachers, must meet certain pedagogical requirements and correspond to pedagogical laws. In the process of socially useful work, each student enters into a certain interaction and communication with the student community. This teaches each student to respect the interests of others, to make concessions if necessary, and at the same time to preserve his own value.



The complex form of interaction between the individual and the team forms the qualities of behavior and professional ethics in young students.

The types of socially useful work that are more widely used in educational institutions include: self-service in educational halls, educational buildings and student residences, participation in sabbaticals; beautification and greening of city streets, parks, children's playgrounds, participation in artistic hobby works; member of the council at the student residence; member of the youth union, student union council; organization of sports team work; such as supporting educational institutions.

Our experiences and observations show that if the various types of socially useful work performed by students are used in accordance with pedagogical requirements and pedagogical laws, with a specific educational goal in mind, future teachers will develop pedagogic ethics the effectiveness of the formation of qualities increases.

Forms high moral relations in them; the practice of correctly organizing and conducting socially useful work serves as an important factor for the future specialist's cultural and spiritual development and self-improvement. These, in turn, lead to the development of pedagogic qualities and qualities in students.

The issue of directing students to research activities is widely implemented in the world today. For example, at Lincoln University of Nebraska, USA, at Waseda University of Japan, there is an "Independent work" circle on the issues of directing students to scientific research and developing their scientific and creative thoughts, i.e. teaching creative critical thinking organized. "Independent work" is organized as circles that direct students to scientific research activities and it directs students to scientific research activities in circles, identifies talented students and directs them to the desired directions, work is being carried out on the issues.

B.Kh.Rahimov, one of the pedagogic scientists of our country, explained the social and pedagogical foundations of directing students to scientific research. As a result of the research:

- theoretically-practically justified the fact that forming the activities of students and young people related to scientific research is an urgent pedagogical problem;
- commented on the basic concepts that reveal the essence of the problem;
- determined the socio-pedagogical characteristics, content, form, methods and methods of the process of formation of scientific research activities of students;
- identified pedagogical factors that ensure the effectiveness of the scientific activity of students;
- developed criteria for determining the level of scientific and creative activity of students - young people;
- "acquiring knowledge through science" in students' independent scientific activity the importance of the principle was determined and scientifically substantiated;
- explained that the effective organization of scientific research works in higher educational institutions is one of the important factors of the development of the society;

The use of various active methods of an innovative nature by the teacher in the educational process serves to develop students and increase their abilities. In particular, problem-based research, conducting small research, debate, discussion, heuristic conversation, alternative exercises, working in small groups, etc.



When organizing classes, pedagogues should pay special attention to ensuring that educational information can interest students based on their knowledge, skills, qualifications and experience, encourage them to think and be creative.

By pedagogues in the educational process:

- effective, purposeful use of various forms, methods, tools and technologies;
- to enable students to independently choose methods when completing educational tasks;
- ensuring students work in pairs, small groups and teams;
- paying attention to the design of training not only improves the quality of teaching, increases its efficiency, but also creates favorable conditions for the development of students' personality.

Innovative activity requires the acquisition of theoretical knowledge, practical skills and qualifications, supplementing practical activity with theoretical knowledge, development of knowledge, design, communicative speech and organizational skills based on directing the mental, mental and physical strength of the pedagogue to a certain goal.

Pedagogical innovation activity is manifested on the basis of the following signs:

- striving to master the philosophy of creative activity;
- acquisition of pedagogical research methods;
- ability to create author's concepts;
- ability to plan and carry out experimental work;
- to be able to use the experiences of other researchers-pedagogues;
- cooperation with colleagues;
- ability to exchange ideas and provide methodical support;
- prevention and elimination of conflicts;
- searching for news and adapting them to their own conditions.

The scope of new pedagogical knowledge is expanding based on the requirements of the Law on Education, research directions are focused on the problems of free personality formation. Today, effective use of various teaching methods is important in the educational process.

When the lessons are organized on the basis of innovative technology, the students mainly develop the skills of cooperation, they help each other in finding solutions to common tasks, the students develop the skills of creative and independent thinking, and the students are responsible for the results of their work, they feel personally responsible for studying and getting an education. Currently, problem-based teaching technology is effective in any educational institution. Its task is to encourage the process of active cognition and to form a scientific-research method in thinking, which corresponds to the goals of creative, active personality education management of their cognitive activities on acquiring new knowledge by solving their tasks, problems and questions.

Certain laws of human activity, personality development and the principles and rules of all sciences formed on their basis lie at the basis of any teaching activity. The process of cognitive activity of a person relies on objective laws, didactic principles in solving logical cognitive conflicts.

As a result of problem-based teaching, the ability of students to independently acquire knowledge is formed and the ability to find different ideas on the topic, to find new ways of



mental action by proving it and to transfer knowledge from one problem to another is formed. Pupils' attention and imagination develop and their cognitive activity increases through the perception of educational materials.

## REFERENCES

1. Dadahonovna, A. N. (2021). The Need To Develop A Model For The Professional Development Of Future Doctors. *European Journal of Molecular & Clinical Medicine*, 7(11), 2020.
2. Ochilov M. Ochilova N.M. *Etiquette of the teacher*. Tashkent, "Teacher", 1997, 136 p.
3. Ахмедова, Н. Д., Мамаджанова, М. Р., & Буранова, Н. Ш. (2018). Профессиональное общение и этикет будущего врача. *Достижения науки и образования*, (16 (38)), 38-40.
4. Ахмедова, Н. Д. (2021). РОЛЬ ЭТИЧЕСКОЙ КУЛЬТУРЫ В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ ВРАЧА. *Universum: психология и образование*, (6 (84)), 12-14.
5. Ахмедова, Н. Д. (2020). Бўлажак шифокорларда касбий-маънавий фазилатларни тарбиялаш тизимини ривожлантириш. Педагогика фанлари бўйича фалсафа доктори (phd) диссертацияси Автореферати.
6. Ахмедова, Н. (2020). БЎЛАЖАК ШИФОКОРЛАР КАСБИЙ МАЪНАВИЙ ФАЗИЛАТЛАРИНИ РИВОЖЛАНТИРИШНИНГ ПЕДАГОГИК ШАРТ-ШАРОИТЛАРИ. *Архив исследований*, 13-13.
7. Ахмедова, Н. (2020). DEONTOLOGICAL AND PEDAGOGICAL FEATURES OF THE FORMATION OF THE SPIRIT OF A YOUNG DOCTOR. *Архив исследований*, 6-6.
8. Ахмедова, Н. (2020). РОЛЬ АВТОРИТЕТА ЛИЧНОСТИ ПРИ ФОРМИРОВАНИИ ДУХОВНО-НРАВСТВЕННЫХ КАЧЕСТВ БУДУЩИХ ВРАЧЕЙ. *Архив исследований*, 13-13.
9. Ахмедова, Н. (2020). ИЗУЧЕНИЕ ТЕРМИНОЛОГИЧЕСКОЙ ЛЕКСИКИ В ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ. *Архив исследований*, 5-5.
10. Ахмедова, Н. (2020). К ВОПРОСАМ ПОВЫШЕНИЯ КАЧЕСТВА ОБУЧЕНИЯ В ВУЗЕ. *Архив исследований*, 5-5.
11. Ахмедова, Н. Д. (2020). СИСТЕМА ПРОФЕССИОНАЛЬНО-ДУХОВНЫХ КАЧЕСТВ ВРАЧА-КАК ПЕДАГОГИЧЕСКИЙ КЛАСТЕР. In *ПЕДАГОГИКА И ПСИХОЛОГИЯ В СОВРЕМЕННОМ МИРЕ: ТЕОРЕТИЧЕСКИЕ И ПРАКТИЧЕСКИЕ ИССЛЕДОВАНИЯ* (pp. 48-52).
12. Ахмедова, Н. Д. (2020). Педагогические условия развития нравственной культуры у студентов медицинских колледжей. *European science*, (4 (53)), 52-54.
13. Ахмедова, Н. Д., & Абдуллаева, К. А. (2019). АКТИВНЫЕ МЕТОДЫ ОБУЧЕНИЯ АРИТМИЙ. *НАУЧНЫЙ ЭЛЕКТРОННЫЙ ЖУРНАЛ «АКАДЕМИЧЕСКАЯ ПУБЛИЦИСТИКА»*, 290.
14. Ахмедова, Н. Д., & Ойбекова, Г. С. (2019). The use of elements of educational technology in the teaching disciplines at " Optional therapy" and " Cardiology" for the formation of clinical thinking of the future doctors. *Молодой ученый*, (18), 143-145.

15. Ахмедова, Н. Д., & Юлдашева, С. (2018). Использование элементов педагогической технологии при преподавании дисциплин " Факультативная терапия" и " Кардиология" для формирования клинического мышления будущих врачей. Молодой ученый, (19), 179-181.
16. Ахмедова, Н. Д., & Пулатов, М. Д. (2019). СПЕЦИФИКА ПРОФЕССИОНАЛЬНОГО ОБЩЕНИЯ БУДУЩЕГО ВРАЧА. In ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ В МЕДИЦИНСКОМ ОБРАЗОВАНИИ (pp. 251-253).
17. Ахмедова, Н. Д., & Юлдашева, С. (2018). Современные технологии игровых методов обучения студентов на кафедре кардиологии. Молодой ученый, (19), 181-183.
18. Гофурова, Ю. К., & Ахмедова, Н. (2018). ИЗУЧЕНИЕ ТЕРМИНОЛОГИЧЕСКОЙ ЛЕКСИКИ В ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ. Мирская наука, (10), 151-154.
19. Мамаджанова, М. Р., Ахмедова, Н. Д., & Хаитбаева, Г. И. (2018). К ВОПРОСАМ ПОВЫШЕНИЯ КАЧЕСТВА ОБУЧЕНИЯ В ВУЗЕ. Мирская наука, (4), 189-192.
20. Ахмедова, Н. Д., Гафурова, Ю. К., & Хаитбаева, Г. И. (2018). Инновационные процессы в науке и в образовании. Достижения науки и образования, (16 (38)), 46-49.