



**METHODOLOGICAL ASPECTS OF COMPETENT APPROACH TO
DEVELOPING THE CREATIVITY OF STUDENTS IN THE FUTURE
PROFESSIONAL PEDAGOGICAL HIERARCHY OF PHYSICAL CULTURE
EDUCATION**

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Abstract

In this article, the work carried out by the authors to improve their pedagogical skills and opportunities based on a competent approach in order to become quality and mature pedagogues in the future, as well as the shortcomings in these works, is the current problem, as well as the solution to this problem. proposals and comments aimed at.

Keywords. Competent, physical education, pedagogue, expert, education, quality, profession, training, competence, ability, creativity, qualification, formation, development and method.

Introduction

Implementation of a competent approach in educational practice requires a deep and comprehensive scientific study of all aspects of this process. At the same time, it should be noted that it is difficult to interpret competence as a pedagogical phenomenon, because the category of competence was introduced into pedagogy from other disciplines, it is sufficiently understood in the sciences and has a strong place.

It is possible to ensure the quality of physical education education by forming the competence of the future teacher, which is one of the most important tasks of the modernization of physical education.

In the development of the content of physical education, it is necessary to analyze the requirements of the customers of future teachers, because today employers are making special demands on teachers in accordance with the times. These requirements are physical skills, professional flexibility in accordance with the labor market, competitiveness, professional competence in one's specialty and socio-professional competence (in terms of legal, economic, ecological, cultural, professional development, creative, etc.) and creativity. consists of

The professional competence of teachers is manifested in all aspects of pedagogical work: professional activity, daily relationships, personal development, the collective result of work and requires the formation of all its components.

Competency approach is one of the foundations of improving professional education. Today, performing this or that action requires not only professional skills, but also professional skills, social ethics, the ability to work in a team, initiative, and a set of professional and personal qualities. The quality of physical education can be increased precisely by forming the competence



of the future teacher, and the development of methods for the implementation of this educational process is one of the most important tasks of the modernization of physical education.

Thus, there are professional competencies that serve as the basis for many professions and do not lose their importance when applied both in production and in social practice. Each type of professional competence listed above includes such common interprofessional components.

For example, special competence includes planning of production processes, skills of working with equipment, ability to read technical documents, skills of performing physical work; personal competence - planning, controlling and managing one's own activities, making decisions independently, finding non-standard solutions (creativity), quickly adapting theoretical and practical thinking, being able to see a problem, acquiring new knowledge and skills independently ability to receive; individual competence - requires having motivation, reserves of success, striving to improve the quality of work, being able to mobilize oneself, self-confidence and optimism.

In the modernized content-based educational system, effective use of modern pedagogical technologies is required, which allows every future physical education teacher to put into practice the theoretical knowledge he has acquired in the field of education and to form his professional competence for raising a mature generation.

It is also appropriate to implement the development of professional competence in the process of problem-based training (Case study, Appendix 3), the essence of which is to see professional activity as a whole system, to be able to perform systematic activity in it, to be able to solve new problems and issues. It consists in introducing into the educational process the elements of professional activity that serve to create a foundation for the formation of experiences.

The essence of the competent approach, as indicated above, is the ability of a person to independently organize knowledge acquisition activities, to acquire the skills of reflection, creativity, physical and mental self-management, self-organization and development, and provides formation of abilities. Also, the theory of self-development, taken as a theoretical-methodological basis for the development of methodical trainings for the formation of professional competence, fully corresponds to this. In this paradigm, as a new strategic goal, the formation of professional competence, which is an integrative quality of a person, is not the acquisition of a specific set of multifaceted knowledge, skills and qualifications that increases in terms of quantity, but also the formation of students in their direct professional activities. , in general, it is aimed at constantly developing professional competence, which will be necessary throughout the whole life, and expanding its boundaries more and more.

The formation of professional competence of future teachers can be ensured by integrating three main factors:

- modularity, which ensures the appropriateness of the organization of educational content based on the concept of didactically adapted knowledge, structured in accordance with the basic competencies that reflect the specific characteristics of the professional activity of a specialist in a certain direction;
- organization of education according to activity, which determines the choice of forms of education suitable for the purpose of education;
- technologicalization of education aimed at ensuring the full development of a person by organizing a continuous process of education and development.



Studying creativity as a process is an area of extensive research. In addition to studying the concept of "creativity", foreign scientists pay special attention to the description of a creative person. In most cases, skills such as flexibility, communication, and independence are noted in the first place. Methods for diagnosing creativity usually have instructions that encourage the test-taker to give unique, original, multiple-variant, and diverse answers. Such situations are believed to create favorable conditions for the manifestation of creativity. However, the essence of the creative process, which is based not on the external, but on the internal motivation to realize one's potential, is based on the subjectivity of individual activity, that is, activity that does not depend on the situation.

We can summarize our comments on the relationship between the intellectual and creative qualities of the teacher's personality and say that the external manifestation of the qualities of a creative personality has the character of spontaneity, and the removal of time restrictions leads to the manifestation of their abilities, external motivation increases their creativity. does not affect its appearance. The absence of creative qualities in teachers with low levels of creativity cannot be eliminated by external motivation, that is, the removal of various limits does not lead to the manifestation of absent qualities.

Creativity is a conscious, goal-oriented activity of a person aimed at understanding the world, knowing and changing existence, as a result of which it is understood the creation of new, original, material and spiritual blessings that did not exist before.

Creativity is a concept that reflects the ability of an individual to create new concepts and develop new skills.

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