



THE ROLE OF CREATIVE COMPETENCIES IN PLANNING STUDENTS' AUTONOMOUS EDUCATIONAL ACTIVITIES

Musakhanova Gulnora Mavlyanovna

**Associate Professor of the Department of "Economic Theory" of TSUE,
philosophy of pedagogical sciences Doctor of Philosophy (PhD).**

E-mail: gulnaramusahanova02@gmail.com

ORCID: 0000-0003-0268-0292

Abstract: This article examines the fundamentals of building students' creative competencies in the context of independent learning. It also emphasizes the importance of focusing on the professional growth of future professionals and conducting the educational and rearing process competently.

Keywords: digitalization of education, independent learning, competence, professional competence, competence, creative competencies, creativity, Hard skills, Soft skills.

РОЛЬ ТВОРЧЕСКИХ КОМПЕТЕНЦИЙ В ПЛАНИРОВАНИИ САМОСТОЯТЕЛЬНОЙ УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ УЧАЩИХСЯ

Мусаханова Гулнора Мавляновна

**доцент кафедры ТГЭУ «Экономическая теория»,
доктор философии по педагогическим наукам (PhD).**

E-mail: gulnaramusahanova02@gmail.com

ORCID: 0000-0003-0268-0292

Аннотация: В статье рассматриваются механизмы формирования профессиональной компетентности в рамках образовательного процесса на примере развития навыков самостоятельного обучения. Особое внимание уделено обучению развития креативного мышления будущих специалистов в контексте процесса усвоения знаний, а также раскрыты механизмы инновационного потенциала.

Ключевые слова: цифровизация образования, самостоятельное обучение, компетентность, профессиональная компетентность, компетенция, креативный компетенции, креативность, Hard skills, Soft skills.

TALABALARNING AVTONOM MUSTAQIL FAOLIYATINI REJALASHTIRISHDA IJODIY KOMETENSIYALARNING O'RNI.

Musaxanova Gulnora Mavlyanovna

**TDIU "Iqtisodiyot nazariyasi" kafedrasi dotsenti,
pedagogika fanlari bo'yicha falsafa doktori, (PhD).**

E-mail: gulnaramusahanova02@gmail.com

ORCID: 0000-0003-0268-0292

Annotatsiya: Ushbu maqolada mustaqil ta'lim jarayonida talabalarning kreativ kompetensiyalarini rivojlantirish asoslari yoritilgan. Shuningdek, bo'lajak mutaxassislarning kasbiy kompetensiyalarini rivojlantirishda e'tiborli bo'lish, ta'lim

va tarbiya jarayonini kompetentli yondashuv asosida olib borish lozimligi haqida fikr yuritilgan.

Kalit soʻzlar: taʼlimni raqamlashtirish, mustaqil taʼlim, kompetentlik, kasbiy kompetentlik, kompetensiya, kreativ kompetensiyalar, kreativlik, Hard skills, Soft skills.

Introduction. In higher education institutions in our country, special importance is attached to improving the quality and efficiency of education. The relevance of the formation of creative competencies of educational participants in modern education is determined by the current state of development of education. Today, the widespread introduction of new pedagogical and digital technologies, mass information, and communication tools in the education system affects the quality of the educational process, the scientific and pedagogical capabilities of the educator, and the level of assimilation of knowledge and mastering the specialty of the learner.

The rapid penetration of digital technologies into the economy, the abundance of socially changing issues, and the need to quickly find solutions to them are saturating society with information, and people are changing their professional competencies. The enrichment of all sectors of the economy with creative innovations is gradually transferring the activities of enterprises and organizations from the stifling environment to a free-creative environment, requiring the implementation of any work in a creative way, taking into account the creative ideas and opinions of young specialists in the work process. However, at the same time, the concept of "false competence" is increasingly appearing in the press and pedagogy, since the assimilation of information easily obtained from various sources (plagiarism, theft of ideas, etc.) is being equated with professional competence, and the level of assimilation of knowledge is being replaced by superficial acquisition in various fields of knowledge. All this indicates the need to be attentive to the development of professional competencies of future specialists, to thoroughly master the theoretical and practical foundations of competence, and to conduct the educational and upbringing process based on a competent approach.

It emphasizes the need to search for modified content, new technologies, and innovations in the methods and methodology of the educational process, primarily in extracurricular activities under the guidance of a teacher, which provide extremely wide opportunities for revealing the creativity of educational participants, as well as in individual independent work of the learner. Since the formation of specialists with creative innovative ideas is one of the main tasks of the modern education system, this task can be achieved only by purposeful implementation of creative teaching methods; in this case, the learner should be allowed to understand new knowledge, create innovations from it, find original solutions to existing problems and effectively apply them in practice.

Literature analysis. The foundations of pedagogical competence and creativity of educators in higher education institutions, especially those preparing pedagogical staff, its essence and necessity, and the issues and problems of forming pedagogical competence and creativity in future teachers in various disciplines in

vocational and secondary education have been highlighted by pedagogical scientists of our country in their research.

Researchers led by the pedagogical scientist N.A.Muslimov has conducted a number of studies on the foundations of pedagogical competence and pedagogical creativity, as well as the formation of professional professionalism of future professional teachers. N.A.Muslimov clearly expressed the essence of the concepts of “competence” and “professional competence” in his works [1].

In essence, *competence* (from the English "competence" - "ability") means the effective use of theoretical knowledge in activities, and the ability to demonstrate a high level of professional competence, skills, and talent.

The concept of “competence” has entered the field of education as a result of psychological scientific research. From a psychological point of view, competence means “how a specialist behaves in unconventional situations, in unexpected cases, enters into dialogue, takes a new approach in interactions with opponents, performs ambiguous tasks, uses conflicting information, has a plan of action in consistently developing and complex processes.” [1].

professional competence is the acquisition by a specialist of the knowledge, skills, and competencies necessary to carry out professional activities and their application in practice at a high level.

Professional competence does not imply the acquisition of separate knowledge and skills by a specialist, but rather the mastery of generalized knowledge and actions in each independent area. Competence also requires the constant enrichment of specialist knowledge, the study of new information, the ability to understand important social requirements, and the ability to search for new information, process it, and apply it in one's activities [1].

The basis of pedagogical competence is also formed by the qualities of professional competence. A number of studies, in particular, the research of A.K. Markova and B. Nazarova, have studied the professional competence of a teacher, its structural foundations, and its characteristics.

As a result of his scientific research, the educator and researcher Z.T.Rakhimov substantiated the issues of pedagogical competence and its necessity, as well as the qualities and essence of professional competence, which serve to ensure the effectiveness of the educational process of a teacher [2].

In her textbook on the theory of education [3], the pedagogical scientist O. Musurmonova specifically addresses the issues of pedagogical competence, especially the competence of teachers in subjects.

Research methodology. This work studied the foundations of developing students' creative competencies in the process of independent learning. A systematic approach and analytical methods were used during the research.

Analysis and discussion of results. The conducted scientific research shows that, along with *pedagogical competence (worthiness)*, *the concept of pedagogical creativity (creativity)* is of great importance in pedagogical activity. The competence of a teacher in his profession is determined by his level of knowledge and pedagogical potential, the extent to which he has mastered modern pedagogical technologies, pedagogical skills, and the ability to solve problems related to education and upbringing. The creativity of a teacher is determined by his *creative ability* to organize

the educational process based on modern pedagogical and digital technologies, combine theory and practice in subjects, create new methods and means of teaching, constantly engage in scientific research to improve his knowledge and skills and develop and implement innovative *ideas*.

There are several approaches to defining the concept of "creativity" and its place in professional activity. The essence, qualities, and signs of the concepts of "creativity" and "pedagogical creativity", as well as the factors for developing creativity in a person, were outlined by researchers of the NA Muslimov School.

In essence, *creativity* (lat., eng. "create" – creation, "creative" – creator, creator) – refers to *the creative ability of an individual, which characterizes his readiness to produce new ideas and is an independent factor in the composition of talent. A person's creativity is manifested in his worldview, speech, thoughts and views, and activities. Creativity is also reflected as an important factor of talent. In addition, creativity indicates ability and mental acuity in all areas* [1].

Creativity is manifested in making decisions on educational and upbringing issues in various situations, and it characterizes the creative activity of the teacher [4]. The creativity of the teacher is reflected in his *creative approach* to organizing education. Therefore, in recent years, the concept of "pedagogical creativity" has been used in education.

Pedagogical creativity – is the ability of a teacher to create new ideas that serve to ensure the effectiveness of the educational and upbringing process, as well as to positively solve existing pedagogical problems, in contrast to traditional pedagogical thinking. The level of creativity of a teacher is reflected in the general characteristic of a teacher called *creative potential*. *This quality* expresses the ability and readiness of a person to express himself [5].

Russian pedagogical scientists M.M. Kashapova, T.V. Kiseleva, and T.V. Ogorodova [6], based on the study of the relationship between theoretical structures and ideas and practical proposals, identified the theoretical methodological foundations of the process of forming a teacher's professional creativity, the qualities and functional tasks of professional creativity, the criteria and level of formation, and the principles, methods, and conditions for the effective formation of creativity.

I.E. Bryakova [7] showed that the creative competence of a teacher is a factor in the development of the literary and creative abilities of a student-philologist, especially in the era of digitalization of education, the creative competence of a teacher is a new vector of education.

Currently, a lot of research materials have been accumulated on the problems of defining the content of the concepts of competence, competence and their components, and their formation and development in various fields of activity. This has led to the need to attach importance to the issues of their classification.

competence, competence, and creativity show that currently, special attention is being paid to the development of students' creative competencies in the education system. The analysis of the research also shows that, although the issue of developing students' creative competencies has been interpreted differently by pedagogical researchers, *the reforms being carried out in the field of education today require the creation of a pedagogical strategy (roadmap) that provides for the development of new methods of activity and thinking models* for the formation of creativity among

participants in the educational process, especially for students to be creative and critical in mastering their specialties.

The student's creativity contributes to the effectiveness of the activities being carried out. This creativity is determined by the fact that a person is not only able to perform his work qualitatively but also interested in searching for new opportunities and implementing them at affordable prices; he can quickly make non-standard decisions in any situation and approach the organization and implementation of any activity with greater energy and enthusiasm. It should be noted that creativity affects not only the activities being carried out but also the development of the student's personalities. Creativity leads to self-awareness, improvement, and successful implementation of professional activities, moving up the career ladder.

Therefore, the higher the level of formation and development of a student's creative competencies, the more effective his professional and creative activity will be. In order to create a methodology for developing creative competencies in students, it is first necessary to clarify the concepts of "competence" and "creative competence" and their content and essence.

Of competence (lat. "competentia") means to have. It means "who is knowledgeable, aware, worthy, worthy". The essence of this concept is that a person who has deep knowledge and ability in a field, who thinks well and acts effectively, and who has a good understanding of the subject. It is a quality of a person who leads. Individuals who possess these qualities in a given field are considered to have "*competence*" in that field and can lead in implementing reforms in their field.

refers to the ability of learners to independently apply the acquired knowledge, skills, and abilities in their personal, social, and professional activities, while "competence" is used to determine the level of acquisition of these qualities. The concepts of competence and competence have a broader meaning than the concepts of knowledge, skills, and abilities. Because they encompass the will qualities of a person, such as his orientation (motivation, pride in national values), overcoming outdated material and spiritual views, perception of problems, observation, independent thinking, and goal-orientedness.

Today, the quality of education can be ensured precisely by forming and developing the competence of educational participants, especially the complex of basic, professional, and special competencies necessary for learners, that is, based on a competent approach to the educational process.

Therefore, in developed countries of the world, one of the main directions of modernization of educational content is the introduction of a competent approach to education. Education based on a competent approach is education aimed at forming students' abilities to practically apply the acquired knowledge, skills, and qualifications in their personal, professional, and social activities. The concepts of competence and competence have occupied a special place in the educational system, focusing on the introduction of state educational standards and curricula based on a competent approach to the educational process [8].

and methodological complex prepared under the leadership of NA Muslimov [5], influential international experts in the field of education propose the introduction of two types of competencies into the educational process: "Hard skills" - professional competencies and "Soft skills" - universal (general) competencies.

By their meaning, "Hard skills" are defined as a set of knowledge whose level of competence can be determined and measured (typing skills, driving skills, speaking English, mathematical knowledge, and the ability to use computer programs), while "Soft skills" are defined as flexible, malleable skills that do not have a clear and common unit of measurement (creativity, teamwork skills, emotional stability, responsibility, initiative, etc.).

"Hard skills" - to obtain a "hard" qualification level, specific knowledge in a particular profession is required, and the presence of these skills is determined by conducting an exam.

"Soft skills" - "soft" competencies (creativity, communication skills, teamwork, determination, critical thinking, etc.) are often interpreted as personal qualities, traits, and abilities since they are directly related to a person's character and life experience.

According to their content, "Hard skills" competencies refer to specific (professional) competencies in the education system, while "Soft skills" competencies refer to basic competencies in the education system.

Until the 21st century, the education system focused mainly on providing young people with "hard skills." That is, mastering a particular profession and fully mastering its secrets was considered the main factor determining whether a person was a qualified specialist.

21st-century pedagogy teaches that these qualities are not enough in the modern world and that it is now necessary to work based on the need to develop thinking and create a creative space, environment, creative personality, and creative products.[3], the educator scientist Musurmonova substantiated professional competencies, professional competencies of a teacher, general and special competencies in subjects, their classification and definitions, the stages of their formation in educational participants, and the areas of professional competence of a teacher. The textbook identifies the following important competencies cited in world educational practice:

competencies in the field of cognitive activity based on the independent acquisition of knowledge from various information sources, including information sources outside the educational institution ;

- *competencies in the field of social activity* (performing the role of a citizen, voter, or member of a social group, or community);

- *competencies in the field of labor activity* (analysis and use of the situation in the labor market, assessment and improvement of one's professional capabilities, self-organization skills);

- *competencies in the domestic sphere* (including aspects of family life, health maintenance and promotion);

- *competencies in the field of cultural activities* (effective use of time for the spiritual and cultural enrichment of a person).

"key competencies " are based on many modern models presented by foreign scholars. "Key competencies " are interpreted as the ability of a person to apply acquired skills and abilities in the process of professional activity, as well as to use generalized methods of performing tasks.

Conclusions and suggestions. In conclusion, the transition to a credit-module system in higher education and the wide use of this system for independent learning in the learning process are key factors in the development of students' creative

competencies. Independent work of students has an effective impact on their formation as comprehensively developed specialists.

Taking into account the above considerations, we present the following conclusions and suggestions:

Firstly, competence defines the set of knowledge and skills necessary for a person to perform qualitatively and effectively in a given field, while competence determines the level of mastery of these skills by a person, that is, the ability to use them.

Secondly, the literature review shows that, although the concepts of competence and competency have been clarified in general, they have not been analyzed uniformly by researchers. This requires a deeper study of competencies, their classification (classification), and the creation of methods for their development based on the requirements for modern personal skills.

Thirdly, it is necessary to create a methodology for organizing independent work and developing important competencies that will allow students who are creating a new society, based on the prospects for the social and economic development of our country, the needs of society, and modern achievements in science, culture, technology, and technology, to have their *styles in intellectual and practical activities, such as creativity and inquisitiveness, the ability to make independent decisions in non-standard situations, the ability to analyze and evaluate various processes, study and conduct research, master foreign languages, and the use of computer technologies.

Fourth, an analysis of the qualities of creative competencies and ideas about their development shows that issues such as the need to develop creativity in students, the necessary components and the relationship between them, and the methods and tools for forming and developing creativity are not fully covered.

Fifth, as a result of analysis and research, the interrelated components of students' creative competencies were identified, and the need to effectively organize students' independent work and creative thinking in the credit-module system of education was demonstrated.

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