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THE IMPORTANCE OF THE CREATIVE APPROACH OF THE INSTITUTION OF HIGHER EDUCATION IN THE INDEPENDENT ACTIVITIES OF STUDENTS

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Annotation. This article covers the mechanisms for implementing a competency approach in preparing a student for independent activities on the basis of the requirements of the times in the educational system, the absorption of a competency approach into the content of the educational system, the formation and development of its concept of achieving educational results.

Keywords. Competence, competency approach, independent activity, Independent Education

In the world, the issue of continuous improvement of the educational process, the development of professional training of future specialists has always been considered relevant. The development of creativity and creative abilities of future professionals at the Center for Creative Leadership Courses (Iedp, MOOC, CPC), the most advanced educational centers in developed countries, is recognized among important qualities.

The demands of the international labor market, the acceleration of integration processes, digitization, technological revolutions in the industry require the training of competitive middle-tier specialists with skills and qualifications in accordance with the requirements of the time, the reform of a new system in the field of vocational education – a professional education system corresponding to international templates. The goals and priorities of the implementation of fundamental reforms in the field and the establishment of a modern professional education system were outlined by our president, in a word, a new mission of the field. In this sense, in the 2019 decision" on the concept of development of the higher education system of the Republic of Uzbekistan until 2030", a number of issues were highlighted, among which:

- formation of educational programs in accordance with the interests of students and the needs of Personnel customers by developing educational plans based on individual educational trajectories, aimed at the formation of creative thinking, practical skills in students, giving academic independence to higher educational institutions in stages on their approval;

- increasing the share of independent educational hours, obtaining independent education in students, critical and creative thinking, systematic analysis, formation of entrepreneurial skills, introduction of techniques and technologies aimed at strengthening competencies in the educational process, directing the educational process to the formation of practical skills, broad introduction of advanced pedagogical and information



Date: 17th April-2025

technologies, educational programs and educational and methodological materials based on international educational standards;

- particular attention is paid to such issues as improving the technologies and ensuring impartiality of the student knowledge assessment system, including the development of forms of assessment without direct contact with students.

It is from these issues and tasks that the dissertation work was used and relied on as a direct basis in the development of goals and objectives, ideas of vision and methodologies for achieving them.

New approaches to the organization of Independent Education imply that students solve not only artificial situations, but real practical tasks. In doing so, they learn not only from the faculty, but also from each other, including working with various information bases, learning to think critically as well as take responsibility for the chosen solution on their necks, forming their own personal professional point of view. The methodological manual on improving the effectiveness of independent work of students of a higher educational institution, prepared in this regard, provides information on exactly the above points.

A theoretical analysis of studies devoted to the solution of the problem under study shows that the following approaches can be laid on the basis of the organization of Independent Education of students: competence, activity, systemativeness. Analysis of the organization of independent work of students shows that changes and differences in the credit-module system with downloads in the existing curriculum, a decrease in audience hours from total one-year total downloads in this context to 56% compared to the previous curriculum, a 47% increase in total Independent Education, a 24% decrease in total academic load, a difference in

This leads directly to the extent to which the differences in audience hours are, increasing the volume of hours for students independent work.

In this regard, the countries of the Commonwealth of independent states and our country studied the personnel issues being prepared in the direction of professional education within the framework of the topic and the scientific research work carried out by them, emphasizing the implementation of the tasks set in the research work based on their analytical conclusions.

Modern regulatory documents require a new organization of the educational process, as well as the Independent Education of students. In the state educational standards (DTS) and qualification requirements, a number of general competencies are defined related to the ability to obtain independent education and develop independently, which the future professional education specialist should have, in particular:

1. Organization of his personal activities, determination of methods for solving professional issues, assessment of their effectiveness and quality;
2. Risk assessment and decision making in non-standard situations;



Date: 17th April-2025

3. Putting professional issues before them and solving them, searching for, analyzing and evaluating the necessary information for professional and personal development;

4. Independently determine the issues of professional and personal development, engage in independent education, plan conscious professional development.

It is the Independent Education yu.N. According to kulyutkina, the "professor-teacher-student" transfers relations externally to the internal aspect, the fullness of Independent Education will depend on the acquisition by the student of the experience of performing such actions (functions) as analysis, planning, regulation, assessment of activities.

It is necessary that the graduate of the future professional education direction has a number of general and professional competencies, which are increased during the period of academic disciplines, professional modules, internships, which give the opportunity to carry out professional activities at a sufficiently high level in the future.

The acquisition of general and professional competencies can be carried out within the audience during the literate organized and controlled independent education of students, as well as outside it at various stages of Education.

The competency approach prioritizes the fact that students do not have access to information, solving problems arising in understanding and explaining phenomena of reality, mastering modern techniques and technologies, communicating with people, assessing their own actions, performing social roles in practical life activities, legal norms, the birth of a need to solve their own problems. The peculiarity of the competency approach is that the "ready knowledge" proposed to be acquired by someone is not acquired, but rather "the conditions under which the acquisition of this knowledge is studied". In the conditions of such an approach, educational activities have a property of periodic research or practical-re-transformation, which itself becomes the subject of mastering. This approach transfers all accents from content to results, from knowledge to the development of personality.

Currently, competence is the concept of the ability of an individual to cope with the most difficult tasks for all definitions without a universally accepted definition. In society, the most socially flexible individuals are not individuals with a certain amount of knowledge, but individuals with personal qualities: initiative, business, creative approach to work, independent decision-making skills.

Considering that competence is absorbed only through active actions, we relied on an activity-specific approach from the second approach. By an active approach, it is necessary to organize the educational and cognitive activities of those who receive education in such a way that they actively participate in the educational process. An active approach is based on the fact that according to it, activity is the basis of human development, it is through activity that abilities are formed, personal qualities are developed.



Date: 17th April-2025

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