



CREATIVE ACTIVITY LEVEL OF STUDENTS DETERMINING EXPERIENCE-TEST RESULTS

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Article history:	Abstract:
Received: September 20 th 2022 Accepted: October 20 th 2022 Published: November 28 th 2022	This article provides information on the analysis of the current level of preparation of students of the higher education institution for the teaching profession, the results of the study of the current state of students' creative competence at the foundational experience stage.

Keywords: competence, competence, creative competence, important levels of creative competence of the pedagogue.

INTRODUCTION. In our country, in the following years, comprehensive measures are being implemented to develop the mental potential of young people. In the strategy of action on the five priorities of the development of the Republic of Uzbekistan, it was recognized as one of the main factors in raising the activity of young people in the educational process on the basis of their tasks "to educate young people who are physically healthy, spiritually and mentally developed, independently thinking, loyal to the Motherland, have a This process, in turn, confirms the fact that it is an urgent issue in the study of the pedagogical and psychological mechanisms for the development of thinking and the diagnosis of their creative thinking, which provides young people with an independent and creative approach to working on problems.

Improving the diagnostic system for the development of creative competence of future teachers in higher educational institutions, developing a methodological system for the development of creative competence of pedagogical personnel, clarifying the criteria and parameters for individual-independent assessment of the creative competence of

pedagogical personnel on the basis of an acmeological approach, improving the prognostic model for the development of creative competence

Higher educational institutions organized experimental and testing work in the selected universities (Kokand State Pedagogical Institute, Fergana State University, Namangan State University) in order to determine the essence of the development of creative competence of future teachers and the practical state of diagnosis of their creative competence.

At the stage of the founding experiment, the study of the existing state; the purpose, objectives and scientific hypothesis of the study were determined; experimental fields were set for testing the developed special methodologies; the number of respondents (284 students of the pedagogical Bachelor's degree of education) was determined, Control and experimental groups were formed. P. Through the "creativity determination test" of torrents, the level of creative activity of the respondent-students was determined.

During the experiment, the upper, middle, lower levels of the creative competence of the future educator were determined:

Table 1 Important levels of creative competence of the future educator

№	Levels	Level features
1.	High	The student has a great interest in the environment and events. Everything is interesting to him. He is a real creator. Regularly promotes various initiatives, consistently demonstrates the possession of creative abilities, is creatively extremely active, inquisitive.
2.	Middle	Sometimes this or that initiative is promoted, although the possession of creative abilities is not regular, but manifested. Creatively somewhat active. It is in the development of this interest that it is necessary to help. It is necessary to create an environment so that his interest does not fade.
3.	Quyi	Although not sufficiently substantiated, it seeks to promote initiative, its creative ability is not sufficiently manifested, it does not seek to be sought-after. The mind can reach a lot. Understands a lot quickly. But the ability to creativity is not developed. It is necessary to interest him in creativity.



The number of students involved in experimental and test work amounted to the following indicators (Table 2):

Table 2
Experience-the number of students involved in the test work

№	Higher education institution defined as experience-testing facilities	Number of Respondent-students		
		Total	Experience Group	Control group
1	Kokand state pedagogical institute	97	49	48
2	Fergana state university	95	47	48
3	Namangan state university	92	47	45

At the beginning of the experiment, the following results were obtained when the indicators of students in the experimental and control groups were studied on the basis of the test.

Diagram 1
Level of creative activity of students (experience groups)

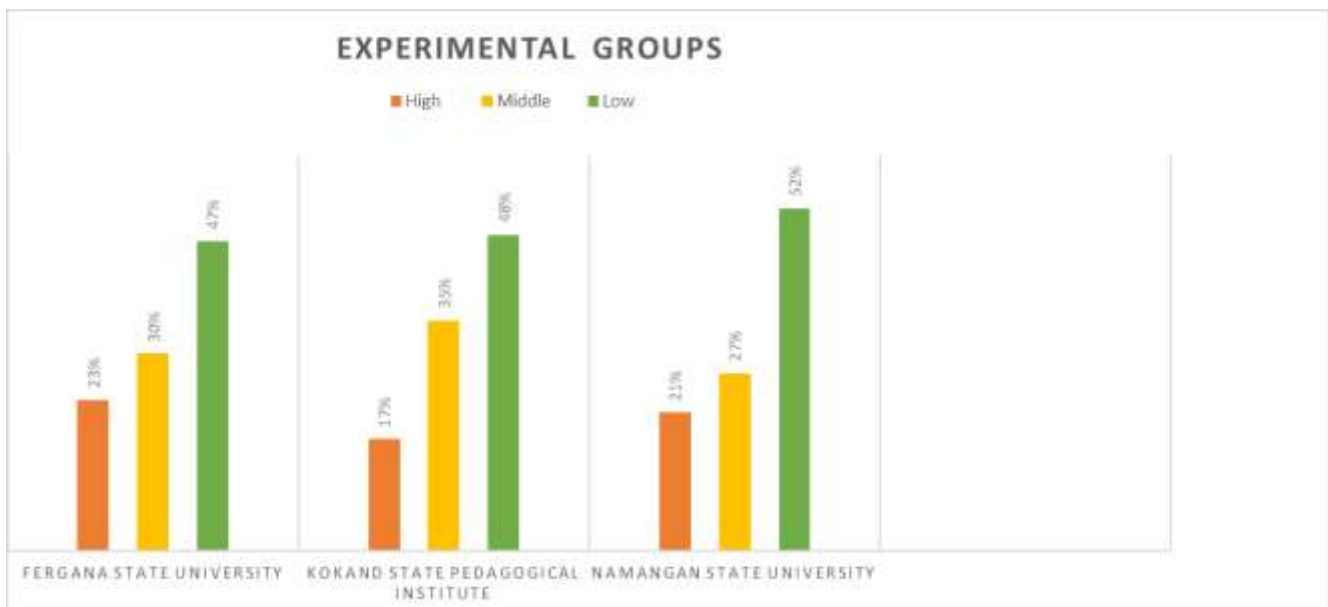
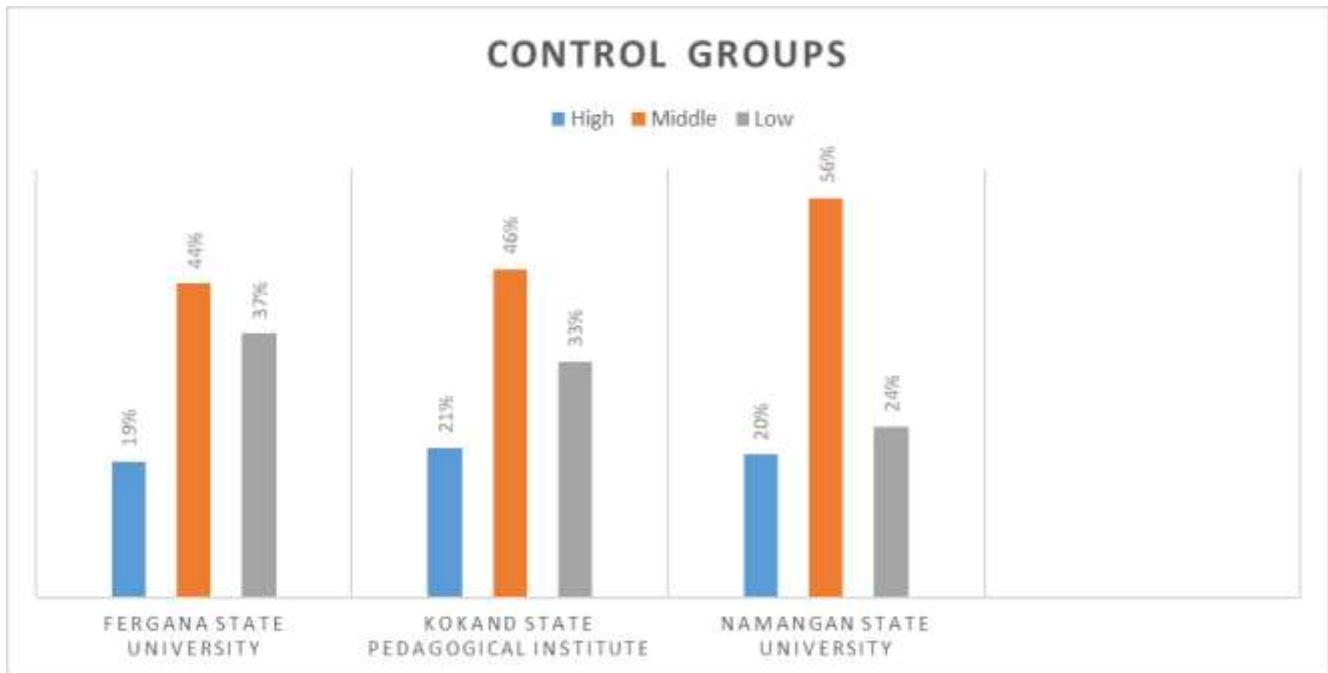


Diagram 2
Level of creative activity of students (control groups)



As a result of the conducted experimental and test work, the following tasks were positively solved as a result of the study of creative competence in students and the methods of its assessment, as well as the justification of the effectiveness of pedagogical technologies developed on the basis of the determination and application of criteria for the development of creative competence:

- based on the analysis of the content of the higher education system, theoretical information on the development of creative competence of students in the educational process was studied and summarized;

- methods for the study of creative competence, as well as criteria for the development of creativity, were determined;

- through questionnaires, the degree of mastery of the basic concepts of creative competence in students was determined;

- in the research work, the recommendations developed to develop the qualities of creative competence in students were tested;

- the effectiveness of the necessary didactic conditions for the development of creative competence of students of higher educational institutions was assessed.

In the development of creative competence of students, creative, educational and problem-situation tasks developed on the basis of educational content were selected monand criteria and methods. The procedure for assessing and monitoring the development indicators of the creative competence development process in students was determined and tested.

The results obtained confirm the effective course of experimental-test work. This situation indicates that the experimental-test work was carried out correctly, as well as that the study was carried out correctly. As a result of experimental and testing work, methodological recommendations were developed on the organization of the pedagogical process aimed at increasing the creative competence of students.

Within the framework of our study, we determined that it is advisable to design and standardize the content of education in the development of the qualities of creative competence of students, the didactic conditions for the development of creative competence of students, creative pedagogical technologies of organization and development, the development of intellectual training systems for the organization and intensification of creative competence

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