



# POTENTIAL OPPORTUNITIES FOR THE DEVELOPMENT OF PERSONAL-CREATIVE COMPETENCES IN STUDENTS

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## ANNOTATION

*This article is focused on the issue of implementation of a competence approach to the formation of individual-creative competence in students, it interprets the definition and selection of individual-creative competence with the main consumers of educational results and what abilities and qualities are considered valuable in this society at the present time. But in the logic of a competence approach, it is said that at every new stage of the development of society, it is about the actualization of one or another of these competents.*

**KEYWORDS:** *personal-creative campuses, innovation, campsite approach, skills, investment, ethical requirements.*

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## INTRODUCTION

Today, all the work carried out in the world through the development of education is evaluated as an investment in the future. The introduction of measures to improve the efficiency of the development of personal-creative competences in students in the society creates opportunities for all people to live in comfortable conditions by acquiring knowledge, studying a profession, making a worthy contribution to the development of the country.

After gaining the state independence of the Republic of Uzbekistan, it is a priority to radically improve the structure and content of the development of personal-creative competences in secondary education institutions, in particular, students. The issue of formation of individual-creative compositions in students is solved in the current methodological literature on the basis of different approaches to knowledge about the language, vocabulary and culture of speech.

In the official documents there are examples of the use of the new term, for example, the "strategy for the modernization of the content of general education" is expressed as follows: "It is about a set of personal-creative compartments of students in the field of social, legal, information and other fields". [1]. Orientation to the competences also provides for the separation of the main criteria from the old paradigm of education, in which knowledge, skills, qualifications (KSQ), in this KSQ as one of the necessary elements of the educational process.

## THE MAIN PART

On the basis of comparing the expressed opinions and summarizing them in terms of principal cases, it is possible to distinguish three points of view on the determination of compounding and compounding and the establishment of meaningful relations between them.

For the first point of view, the following opinion is typical: the competency is impersonal, this is the norm, the requirements, the set of attributes, the specific qualification of a specialist. Its task is to determine what a person, a specialist, a student should know what to do under certain conditions and in a certain place. It can be assigned suitable levels, categories, representing the complexity of the problems to be solved or the types of work to be performed. Competency in this case, as a result of the existing quality of a person with a competency under study, he acquires a special local character.

If, for example, it is about the possession of several concessions for one professional activity, then the competence serves as an integrated quality and is called professional competence.

The second point of view covers the concept of "competence" and its scope the final requirements for the functions of a person, but also the psychological, physiologic, axiological, social, active structures that are formed in it. Only then will the competences acquire the position of the competency, because their objective content becomes the subject image of individual adjectives. The difference of the second point of view from the first is only in a



broader interpretation of the concept of "competence".

On the third point of view, it is possible to say only about the concessions that relate them to the willingness and ability to solve private issues and tasks, while the concession is regarded as a complex description, which testifies that a person occupies a number of concessions in a particular field. The concept of private and local competences loses its meaning in this case.

In the next studies, we will focus on the second point of view. According to him, the word combination "personal-creative compartments" is not only relevant, but also constitutes the content of his educational activity.

The chosen point of view is the well-known pedagogue A.V.Khutorsky in connection with the opinion of, it is considered that the competence is the possession of a person of appropriate competence, while the purpose of higher education is the formation and development of the competences with a hierarchical structure [2].

There are many attempts to give a clear meaningful meaning to the term "compensation". A successful and no less successful analysis of opinions in this regard motivated us to make sure that there is a need for the continuation of the discussions and to offer our own option.

We describe competence as a systematic set of subject awareness, skills, meaningful orientation, adaptation opportunities, activity experience and methods with the acquisition of a specific product in objects and processes of a particular class environment. Compensation in the general case is understood as a certain set of norms, requirements within the framework of a meaningful part of the process quality and its results in a certain phase of activity. He is impersonal and multi-factor. On the one hand, it represents a certain set of factors that determine the quality of the work performed, and on the other – it can determine the quantitative scale for each factor.

Competence refers to the degree to which a particular person occupies a certain degree of competence. Under competency, we understand the existence and active state of suitable competences, according to which a person practically solves certain problems and can do this in the future.

The definition of educational expressions of competence and competence is somewhat more complicated. Unlike some authors, we would not have attributed these descriptions only to the period of a person in an educational institution. In conditions where the idea of continuing education has the form of a cultural norm and forms the basis of a new paradigm of education, the educational process goes beyond certain institutions, fixed-term boundaries and clearly delimited learning periods. The model of open education is entering higher

educational institutions, the first sign of which is the legal extern at this stage of education. As a consequence of the views expressed above, the educational competence is determined by the expression given above in revealing some general concepts to the concept of "competence".

As a result, we will have the following definition: educational competence – with the acquisition of a certain product in the environment of sample facilities and processes included in the student's educational fields and educational sciences V.P.Bespalko included the following in his personal main characteristics: social, existential (experience), psychic (intellectual), biological (hereditary) [3]. Minimality demand provides for the implementation of the educational process for the voluntary educational institution and the voluntary student. At the same time, where there are these demanding conditions (capable students and skillful teachers), voluntary higher achievements will not be blocked. V.P.Bespalko gives a brief (annotated) definition to the main features of the personality and their interpretation through the concept of personality qualities. The structure of the social features of a person includes such attributes as the worldview of a person, morality, aesthetic and labor qualities. By the social characteristics of the same person, the most common behavior of a person among people, in nature, his attitude to the processes taking place there and the degree of his participation in them are determined. With the existential features of the personality, the level of readiness of a person for life, his benefit to the Society of people, his role in the developing socio-production processes and the level of dignity are determined. With these adjectives, in many respects it is determined by the well-being of a person and his success in life. The structure of the existential features of an individual includes such qualities as his acquired active experience, skills, consciousness, culture of the individual, his daily habits – valued and publicly awarded in the person in social recognition. Social and existential features are possessed by an individual only as a result of the established reading and all possible connections with people. They can change throughout life according to circumstances and education.

In our proposal, we first divided a clear and understandable methodological basis (World and man: separately and together), and the ability to harmonize with itself and the surrounding reality is a guarantee of effective social existence, which brings mutual satisfaction to man and society. Therefore, from now on, we rely on the basic educational competences developed by us.

The determination and selection of individual-creative competences in students' competences are determined by the main consumers of educational results and depends on what abilities and qualities are considered valuable in this society at the moment.



But in the logic of a competence approach, it is said that at every new stage of the development of society, it is about the actualization of one or another of these competences. Personal-creative competence offered in the conditions of the educational institution is formed by the whole way of life, the spirit of its educational environment, the content of educational programs and the personal influence of the composition of students. Individual-creative compartments perform a methodological function. Further detailed explanations of the requirements for this subject are carried out in general and science-related competences, which serve as a certain methodological base for the construction of curricula of individual disciplines or science cycles.

The need for an analysis of the characteristics of the educational environment is based on the fact that at present, significant changes are taking place in the national educational environment, the predominant feature of sustainability is the exchange of characteristics of uncertainty.

The uncertainty of the educational environment is influenced by factors of development in other interrelated environments: economic, political, social, scientific, cultural, etc. The impact of the uncertainty of the educational environment in Uzbekistan is a long-term process of reforming and modernizing the educational system and changing social and state needs as and level of Education.

In summary, the six sets in which individual-creative competences are considered in students remind each other of one aspect, and with the other they differ. Analysis of the set of compartments proposed by local and foreign scientists in the field of pedagogy, encouraged the development of an author's collection of individual-creative compartments in students in the context of modern socio-economic requirements to the higher education system.

*International Multidisciplinary Research Journal. – 2020. – T. 10. – №. 4. – С. 621-626.*

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