

## INCREASING STUDENTS' CREATIVE ACTIVITY IN THE EDUCATIONAL PROCESS

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**Аннотация:** Мазкур мақолада таълим технологияси, унинг муҳим дидактик элементлари, уларнинг асосий функциялари, ўқувчилар ўзлаштириши самарадорлиги, педагогик меҳнатнинг субъектив томонлари, таълим жараёнида ўқувчиларнинг ижодий фаоллигини ошириш масалалари кўрсатилган.

**Калит сўзлар:** таълим, ўқувчи, самарадорлик, педагогик меҳнат, билим, ижод, ижодий фаоллик, таълим жараёни, дидактика.

**Annotation:** This article highlights the importance of teaching technology, its important didactic elements, and its key functions to enhance the effectiveness of student learning, as well as the subjective aspects of pedagogical work to enhance students' creativity in the learning process.

**Key words:** education, learner, effectiveness, pedagogical work, knowledge, creativity, creative activity, educational process, didactics.

**Аннотация:** В этой статье рассматривается технология обучения, ее важные дидактические элементы, их основные функции, повышение самоэффективности учащихся, субъективные аспекты педагогической работы, а также повышение познавательной и творческой активности учащихся в процессе обучения.

**Ключевые слова:** образование, ученик, эффективность, педагогическая работа, знания, творчество, творческая деятельность, учебный процесс, дидактика.

An important didactic element of educational technology is the teaching tools used in students' learning activities. Their main functions are to increase the effectiveness of students' mastery of knowledge and to reduce the influence of differences in their abilities.

In secondary specialized vocational education, the didactic conditions and technology for activating students' cognitive and creative activities are reflected as a component of the educational process in the educational standards.

The subjective aspect of pedagogical work is expressed through the activity-role characteristics and subjective-functional qualities necessary for a teacher to fulfill professional tasks. First of all, these include:

- **Professional knowledge** – information formed from the combination of objective, necessary, and practically required general and professional components about all aspects of pedagogical work. They serve as the basis for developing professional skills, competencies, specific psychological qualities, and professional positions in implementing the selected model, algorithm, and technology for achieving the results of pedagogical work;

- **Professional skills and abilities** – the methods and approaches used by a teacher to fulfill duties and tasks in the educational process. They represent the integral and primary elements of the system of pedagogical work technology;

- **Specific pedagogical characteristics (qualities)** express the formation of all components of a teacher's psyche – processes, traits, structures, and states;

– **The professional position of a teacher** is his or her stable orientation and attitude; evaluations and relationships concerning internal and external experience, reality and prospects, as well as personal aspirations implemented (or partially implemented) in professional activity. They include both social and professional aspects.

These characteristics of pedagogical work are supplemented by the requirements set by state educational standards regarding the knowledge that college students must acquire in academic subjects.

The practice implemented in vocational colleges and the curricula are primarily directed not at developing students' professionally important skills, competencies, and personal qualities, but at equipping them with a complex of psychological and pedagogical knowledge. As a result, graduates may possess a sufficiently high level of theoretical preparation but face considerable difficulties in applying acquired knowledge in practice.

The psychologically and didactically grounded integration of independent preparation and lesson preparation with educational and professional activities influences the didactic conditions and technology for activating students' cognitive and creative activity. In this process, theoretical knowledge serves as a tool for solving practical problems and tasks relevant to future specialists.

The analysis of the State Educational Standard (SES), curricula, and literature shows that the content aimed at increasing vocational college students' creative activity should include the following components: setting educational goals and objectives, selecting educational material, designing the use of teaching tools, methods and forms, didactic interaction of methodological requirements, intermediate and final feedback, teaching skills and competencies, as well as developing reflection and self-analysis skills. These serve as the basis for the didactic conditions and teaching technology that activate students' cognitive and creative activity.

The educational process is viewed as the process of solving numerous pedagogical tasks that arise whenever it is necessary to transfer a student from one state to another: engaging them in acquiring knowledge, transferring one system of skills and competencies into another. This requires many solutions and finding the most effective way to achieve the desired result. Therefore, the didactic conditions and technology of activating students' cognitive and creative activity involve transforming these tasks into a system of sequentially organized problems that stimulate students' interest in learning activities and their organization.

All of this requires the integration of students' individual knowledge and skills. In particular, to design and conduct a lesson, it is necessary not only to know the content of the subject, but also to master different methods of organizing knowledge, choose forms appropriate to the educational task being solved, stimulate and maintain students' cognitive activity, analyze the progress of lessons, and evaluate their results. Conducting each lesson requires the integration (synthesis) of subject-specific, pedagogical, psychological, cultural, and physiological knowledge and skills of the teacher. Unfortunately, when structuring educational content by subject, the necessary integration often does not occur.

This task is also insufficiently solved during pedagogical practice in the technology of activating students' cognitive and creative activity. Psychological tests and questionnaires conducted among students after industrial practice show that only some students are capable of carrying out creative activity at a high (creative) level, while more than half demonstrate activity below the average (critical) level.

In organizing industrial practice, the tasks and activity types related to the didactic conditions and technology of activating students' activity in secondary specialized vocational education are not fully revealed, and the normative characteristics of didactic decisions ensuring the dynamic movement of teaching and upbringing processes are not defined.

Therefore, teachers should master practical professional experience, psychological technology for activating students' cognitive and creative activity, and methods of integrating knowledge and skills. They should also be trained to make decisions considering existing conditions comprehensively, work creatively and competently, analyze scientific knowledge for its transmission and inclusion into pedagogical methods, and teach communication methods with students.

Based on these ideas, we consider it appropriate to develop and implement training technology aimed at preparing teachers for this process. This conclusion is justified by the fact that when the forms, methods, means, and subject-social content of professional activity acquired by students are consistently modeled, the shortcomings mentioned above are eliminated during the transition from educational activity to professional activity. First of all, colleges should create requirements for designing, constructing, and implementing a holistic educational process that provides the formation of professional skills and competencies within practice or graduation qualification work.

The structural components of the didactic conditions and technology for activating students' cognitive and creative activity, as well as the mechanisms of their formation, are interconnected and form a holistic dynamic model system.

From the above considerations, it follows that an essential factor ensuring the effectiveness of the cognitive process is the use of teaching technology understood as the unity of theoretical (psychological-pedagogical) foundations and their practical implementation, methods and forms of teaching that ensure students' active and productive cognitive activity and the development of their intellectual, professional, and creative abilities. The theoretical basis of new technology may be the principles of the modern psychological theory of knowledge acquisition, increasing the effectiveness of the educational process, and the psychology of developing creative abilities.

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