



CRITERIA FOR THE FORMATION OF CREATIVE COMPETENCE OF STUDENTS

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Abstract

This article covers the ways and stages of developing creative abilities in students in the educational process.

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It is known that creativity is a complex psychological process associated with the creation, discovery of socially significant innovations in science, technology, production, culture and other areas, in which human thinking, memory, imagination, attention, will are actively involved, knowledge, experience, talent are manifested in creativity. Great thinkers describe that "creativity is such a great quality in the process of cognition that a person must exercise all his other qualities in order to master it." Indeed, in the process of creativity, a person is sought, observed, carried out research, analyzed the results and made logical conclusions. Whether the conclusion is correct or incorrect is tested in the experiment.

Creative competence is the most basic and active form of manifestation of independent thinking qualities in a person. Despite the fact that all tariffs differ sharply from each other, some of its general aspects can be indicated. Firstly, the fact that a product obtained as a result of creative competence has a qualitative novelty; secondly, these aspects do not exist in the initial foundations of creative competence; thirdly, any creative competence activity is determined by the need for intellectual search[1].

Creative competence activity in students can be classified according to their signs as follows:

- type of creativity (technical, technological, organizational, economic, social, spiritual, pedagogical, didactic, in students, mixed);
- degree of creativity (mono creativity, multi creativity, mega creativity);
- scope of creativity (field of knowledge, inter-sectoral, national, regional, inter-regional, international);
- duration of creativity (short-term, medium-term, long-term);
- form of creativity (innovative, educational, investment, mixed);
- in general terms (bringing new ideas to life; promoting new solutions in principle; practical application of innovation);

according to the meaning and complexity of the created product of creativity (rationalization proposal; invention; discovery).

The analyzes showed that the student's creativity is manifested in his independent thinking in problematic situations associated with solving issues, writing essays, experimental work, performing educational tasks.

In our opinion, the student's creativity is the ability to relate the acquired knowledge to facts and phenomena in practice, correctly evaluate and analyze the results obtained, summarize them with the previous acquired ones.

Creative activity is complicated by the fact that teachers and students are not psychologically sufficiently prepared for this process. Regularly relying on certain methods, forms, tools – the inability to adapt to new situations leads to the inability to work in unforeseen situations. It can manifest itself in various forms as a psychological state, including: non-acceptance of other people's opinions and opinions at all; strict protection from a generally accepted point of view; application of old methods in relation to new content and Means; preservation of old methods in new ways; vs. the application of traditional methods in solving a new issue in general[2].

When organizing creative competence activities of students, two interrelated tasks should be considered. The first of them is the development of independent thinking in the activities of students of creative competence, with the formation of their aspiration in the acquisition of knowledge, their scientific worldview; the second is determined by teaching them to independently apply the acquired knowledge in education and practical activities.

The following indicators were proposed as criteria for the formation of creative competence in students: independent decision-making; confidence in one's capabilities; active searchability; speed of thinking; flexibility of thinking; originality of an idea; perfection of an idea; positive orientation of an idea; ability to process information and apply it purposefully; breadth of imagination; ability to correlate distant thoughts from each other; When assessing these quality indicators, test testing, problematic assignment and experimental methods are used.

One of the most important aspects of pedagogical Technologies is aimed at the formation of a stable orientation of the entire group in the activities of future students. These classes were carried out mainly in the form of trainings, and the organization of practical classes on this basis confirmed the experience and testing of the formation of students' skills to be able to solve problem situations related to activities[3].

- Our goal was determined to substantiate the effectiveness of pedagogical technologies developed on the basis of the study of creative competence in students and the methods of its assessment, as well as the determination and application of criteria for the formation of creative competence. As a result, the following tasks were solved positively:
- based on the analysis of the content of the system of continuing education, theoretical information on the formation 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 formation 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 necessary didactic conditions for the formation of creative competence of students of general secondary educational institutions, as well as the effectiveness of the didactic model of the system for the formation of significant qualities of a creative person in students were assessed.

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

The analysis of the results obtained showed that in the process of forming significant qualities in students, training sessions based on pedagogical technologies have achieved a high effect in the formation of creative competence in students. The use of the method of formation of significant qualities of students on the basis of creative competence in strengthening knowledge, skills that serve to form significant qualities in students in the implementation of theoretical and practical classes, tasks with problem situations ensured a high level of training performance in students.

Creative competence is a type of activity that serves to ensure the strength and perfection of the knowledge acquired by students, to form in them the qualities of an active and independent thinking person, to develop their mental abilities. This situation becomes especially important in the assimilation of the basics of science by future specialists, and later in the implementation of direct leadership in this process, in the introduction of approaches based on creative competence in students.

We have clarified the concepts of creative competence knowledge, skills and competencies inherent in the student's personality from the point of view of research. Including: knowledge of creative competence – a systematized perception of the human mind as a product of cognitive activity of concepts and imaginations required for the development of a new solution; creative competence skills-it is determined that a person expresses the degree of rapid and full implementation of the stages of the mental process in goal-oriented creative activity. Creative competence skills, on the other hand, mean the degree to which an individual is able to carry out creative activity in a partially automated way, realizing only the initial set of stages of the mental process.

Factors for the development of creative competence of students should be the basis of educational activity in each subject, in each lesson. Since creative competence activities cover all aspects of the activities of the teacher and student, we believe that its effective organization serves to ensure the quality of the entire educational process.

An important place in the development of creative competence is occupied by familiarization with scientific and technical data. Providing students with information about newsletters, information on scientific terms, materials of ingenuity and patent studies serves as an important resource. Close cooperation with specialists in the field of Information Technology and patent studies, regular acquaintance with periodicals related to these areas will give its positive results.

In addition to training creative specialist personnel in qualified students, it requires the formation of an important source of innovative ideas and technologies. In this work, the concept of creative competence was considered as a process of activity aimed at creating the product of creative competence as intellectual property based on scientific and technical knowledge and educational-science-production integration of students' knowledge, skills and abilities.

In our opinion, the students of the general secondary school have the opportunity to prepare for innovative activities on the basis of creative competence, master the mechanisms for updating production and industry technologies, visualize the dynamics of their future activities, realize the importance of mastering applied knowledge, clarify the direction of its further activities, gain experience in conducting active practical work and In the process of interaction with pedagogical students, one should definitely take into account the system of their values, the level of self-desire for creative development and awareness in students. Since a person is not based on high values and ideas, he does not realize the importance of personal qualities and processes of development of creativity skills in students, as a result of which the interaction creativity of the educator and student may not be fully realized.

One of the most important factors in the individual development of a person is his age-related characteristics. Because, each age stage of development has its own development factors, patterns and

changes, which have a direct impact on the character, temperament, ability and cognitive processes of the individual. Within the age periods of an individual, adolescence is the most complex and at the same time an important stage of development[1]. The student has its influence on the formation of the personality of the future specialist in the life and new conditions of activity of boys and girls, their active educational social and labor activities. Limiting oneself to paying attention to only one, the most basic characteristic in the organization of creative competence does not allow achieving the set goals. Therefore, the main attention should be paid to increasing the salinity of the required characteristics, looking at the indicators of the activity of a teenager's personality in all areas as a general complex.

Based on the analysis of the psychological studies carried out, it was found that the problem of creativity is studied mainly in four directions, namely: creativity as a process; creativity as a result; creativity as an ability; creativity as a property of the individual. Systematicity and consistency in obtaining knowledge is ensured by the unity of theory and practice, the gradual introduction of State educational standards into the educational process.

According to taxlil, it can be considered that the strategy of preparing students for creative competence activities takes place in the following areas:

- to draw the attention of students to the totality, wide coverage of the method used in solving the issue;
- the fact that teaching students to creative competence methods is considered not as a lesson goal, but as a new path, an opportunity aimed at solving the task set in the lesson more effectively;
- the fact that new ideas, in which students themselves draw independent conclusions, are considered as the main product of creative competence classes;
- view the collection, analysis and interpretation of information as an important aspect of establishing creative competence;
- the fact that the person considers the education of the qualities of creative competence as an issue that goes beyond both lesson and extracurricular activities in terms of the essential, coverage of their training in educational institutions.

It is advisable to design and standardize the content of education in the formation of the qualities of creative competence of students, the didactic conditions for the development of creative competence of students, creative pedagogical technologies for the organization and development of creative competence of students, the development of intellectual training systems for the organization and intensification of creative competence activities of students[3].

The modern stage of the development of pedagogical foundations in the formation of creative competence indicates the need to develop teaching technologies based on a new approach to determining the methodological requirements and didactic conditions for ensuring the competence of students of a comprehensive school. At the same time, the didactic conditions for the development of creative competence of students are based on the following: the priority of theoretical knowledge on the transition to practical skills and abilities; the unity of the educational, educational and developing environment; stimulation of positive motivation for obtaining education and creative activity; problematization; combination of individual and differential approaches; orientation of education to ensuring personality activity; focus on the development of the student's personality of educational content and educational and didactic materials.

1. The peculiarities of the proposed creative pedagogical technology are explained by:
2. Not only the entire pedagogical system, but also each of its components: purpose, content, organizational forms, methods and means of Education, pedagogical personnel and the orientation of the internal educational environment to the development of individual creativity.
3. The fact that creative pedagogical technology has a systematic description both in the holistic educational process and at the local pedagogical stage.

4. Independent determination of the trajectory and content of the development of a solution in the performance of creative educational tasks by students.
5. By focusing on creative competence in students, flexibility, mobility in students is aimed at content the qualities of the aspiration to develop an innovative solution.

Modeling the processes of ensuring the continuity of the creative competence of students makes it possible to develop scientifically based recommendations for optimizing the organization and management of these processes. Accordingly, a didactic model of the system of formation of significant qualities of a creative person in students has been developed. It defined the goals and objectives of the system for the formation of significant qualities in students. The model also reflects the motivational, meaningful-informational, operational-activity and control-assessment levels of the process of formation of significant qualities in creative students.

The existing adjectives were divided into the following groups, depending on which particular students are directly related to aspects and the scope of their influence on the student's personality: individual-typological adjectives; sensory and perceptual properties; attentitious properties; psychomotor properties; mnemonic properties; imaginative properties; thinking properties; volitional features. Creative pedagogical technologies developed within the framework of the study are aimed at the formation of their significant qualities in students on the basis of the development of creative competence of students[4].

The theory of the "intellectual limit" proposed by Perkins is widely popular, which, as a result of numerous correlational studies carried out, emphasizes that a necessary and sufficient intellectual level is required to master any type of activity[5]. If the level of intelligence of an individual is below the required level, he will not be able to fully engage in this type of activity, however, the presence of intelligence above the required level will not give an additional effect. Differences in the productivity of the activity of individuals whose level of intelligence is higher than the "limit" are explained by motivation, personality traits and other similar factors, however, this difference does not represent differences in the level of intelligence.

Scientists consider creativity as a general ability of an individual, a factor that has a great influence on creative productivity, regardless of the field of activity.

When introducing intelligence, creativity and learning into the structure of general abilities, we were based on a three-component model of cognitive processes. According to this, any cognitive process should embody the assimilation, application and transformation of cognitive experience. The ability to carry out the mastery of experience can be explained by learning, the effectiveness of the application of experience with general intelligence, and its transformation with creativity.

In the study of the effectiveness of pedagogical technology, attention was paid to the introduction of elements of pedagogical observation into the structure of the pedagogical system, that is, the implementation of this educational technology is aimed at the formation of aspects in important students. Because pedagogical technology based on pedagogical observation sets the limit of possibilities that should be achieved on the basis of its correct implementation. More effective organization of the formation of significant qualities in students necessitated the introduction of new exercises and trainings in the educational process. In addition, pedagogical observation made it possible to eliminate some of the existing defects in educational technology.

In the implementation of pedagogical observation in the process of applying pedagogical technologies, attention was paid to the following aspects: determination of pedagogical observation technologies; determination of the effectiveness of the proposed pedagogical technologies; development of recommendations for educational institutions in order to optimize the implementation of pedagogical observation; development of a program for the development of significant qualities in students.

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