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PEDAGOGICAL OPPORTUNITIES FOR THE DEVELOPMENT OF PROFESSIONAL AND CREATIVE ABILITIES IN STUDENTS

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Abstract: This article examines the pedagogical possibilities of developing students' professional and creative abilities, and studies the research work on the problem of professional abilities, which has been analyzed in many studies around the world and in our country. In many of the research papers we study, we encounter researchers' attempts to classify different professional-pedagogical and creative abilities.

Keywords: ability, professional, general professional concepts, professional-creative ability, communicative, perceptive, subject-subject relationship, talent formation.

Introduction

We carry out a systematic analysis of the process of development of professional and creative abilities in students of higher education institutions, accordingly reveal the concepts of the content of the process, the goals, methods, techniques, tools and forms of its organization. Hence, we see the purpose of organizing the process of professional and creative skills development in the development of professional and creative skills in future teachers.

The content of the development of professional and creative abilities of students of higher education institutions is the direct activities related to the stimulation and development of professional and creative abilities of students.

The stages of formation of professional and creative abilities of students are defined through the criteria and levels that determine the level of creative potential. That is, the process of developing professional and creative skills in students can be divided into several stages:

Level 1 (flexibility) usually covers Level 2 in a higher education institution and is related to the student's understanding of the new social role he or she currently has to play. This stage is characterized by an unstable attitude to the pedagogical reality, the goals and objectives of pedagogical activity are not clearly defined. In

this case, the organizational and operational tasks are solved, and therefore it is the most optimal time for the formation of communicative, perceptual, scientific-cognitive abilities.

Stage 2 (reproductive-creative) covers 2 stages in a higher education institution and is based on the student's desire to become an active participant in the educational process of the higher education institution. During this period there is a stable value attitude to the pedagogical reality, the role of psychological and pedagogical knowledge is overestimated, there is a desire to establish subject-subject relationships between participants (students begin to see their colleagues in the teacher), goals and objectives of pedagogical activity are generally defined, but it does not take into account the direction and criteria of the activity.

Literature review

Career choice (professional suitability) is the final stage in the whole system of professional work. It is at this stage that the employee's absolute suitability or unsuitability for the chosen profession is determined. But it would be wrong to assume that career choice (suitability) methods can only be used in the final stages of career orientation. A young man or woman who has not undergone an initial medical-physiological and psychological examination in the course of his or her occupation may also be opposed to the

profession he or she has chosen. Therefore, the choice of profession should be made both at the initial stage and at the final stage.

Professional suitability is, of course, not just a record of whether or not a person is fit or unfit to perform work duties in that profession. Other aspects of professional suitability:

- 1) whether the person is fit for the chosen profession;
- 2) what he should follow when choosing a way of life;
- 3) it is necessary to consider it in terms of a more rational approach to the issue of training, that is, how to form, educate and develop professional suitability in a very appropriate way [1; 39-40 p.].

In order to become a professional, you need to pay attention to a number of issues:

- conscious choice of profession;
 - setting a clear goal for the profession;
 - the perception of the profession is not far from real life;
 - to be able to imagine the positive aspects of the profession, as well as the difficulties encountered in practical activities;
 - formation of professional motives based on the needs of the individual, not under the influence of foreign scientists;
 - good knowledge of the social prestige and dignity of the profession;
 - realizing that it takes a long time to become perfect as an expert
- and b.q [2; 151-b.].

N.A.Muslimov, K.M.Abdullaeva, O.A.Kuisinov, N.S.Gaipova, N.N.Karimova, M.Kodirov studied the technology of formation of professional competence of teachers of vocational education, AIAvazbaev dealt with the issues of improving the training of teachers of labor and vocational education on the basis of the integration of the content of subjects [3, 4].

BA Akbarov's research analyzes the pedagogical system of formation of professional thinking in general secondary school students [5].

AJ Allambergenov conducted research on the development of professional and

technological competence in secondary school students [6].

Research Methodology

Among the main legal documents of the country are the new version of the Law "On Education", the Law "On Higher and Postgraduate Education", "State Educational Standards of Basic General Education", as well as presidential decrees prepare the legal framework for the education system. The essence of these documents is to determine the development strategy of the state education system. The purpose of the use of basic state documents in the field of teacher training is to organize the educational process in the higher education institution in accordance with the requirements established by law.

The new edition of the Law of the Republic of Uzbekistan "On Education" sets out the basic principles and regulations, on the basis of which the strategy and tactics of implementation of the legally strengthened ideas of the development of education in Uzbekistan are built [7].

These rules are aimed at society, the education system itself and the individual, and provide the "external" socio-pedagogical conditions for the development of the education system and the "internal" pedagogical conditions of its life. These include: the humane nature of education, the primacy of universal values, the free development of the individual; generality, openness of education, comprehensive protection of the consumer of education.

There has been a lot of research on the issue of professional skills around the world. The concept of "abilities" is defined by individual authors (VA Krutetsky, EG Balbasova, SL Rubinstein, etc.) as individual mental characteristics of the person associated with the educational process, which allows to successfully perform all types of activities [8, 9].

Analysis and results

Indeed, such an approach - building a clear and understandable model - allows us to find rational methodological approaches to their formation, which in particular allows society to inform learners not only through the classroom

system, but also to form and develop learners' innate abilities and talents. is relevant in our time, when the need for a new school, i.e., both secondary and tertiary school, has been declared. Therefore, we considered that using the experience gained by practitioners, it is possible to distinguish the following blocks that form the structure of professional and creative abilities:

The first block is organizational skills. It is expressed in the teacher's skills such as uniting learners, engaging them, allocating responsibilities, planning work, summarizing what has been done.

The second block is didactic skills. Selection and preparation of teaching materials, visual aids, equipment, clear, concise, expressive, reliable and consistent presentation of teaching materials, stimulating the development of cognitive interests and spiritual needs, increasing learning activities are expressed in specific skills.

The third block is characterized by perceptual abilities, the ability to penetrate into the spiritual worlds of learners, the objective assessment of their emotional state, the ability to determine the characteristics of their psyche.

The fourth block is communication skills. They are expressed in the teacher's ability to establish relationships with students, their parents, colleagues, heads of educational institutions in accordance with the pedagogical purpose.

The fifth block is suggestive skills. Their essence is to have an emotional-volitional impact on learners.

The sixth block is manifested in research skills, knowledge of pedagogical situations and processes, and the ability to objectively evaluate.

The seventh block - scientific-cognitive skills, consisting of the art of mastering scientific knowledge in the chosen field.

The eighth block is creative ability, the essence of which is the ability to see your own unconventional solution to a problem that has arisen.

Conclusions and Recommendations. Therefore, it is necessary to form a clear image

of the ideal teacher-educator, systematic study of scientific, pedagogical, educational and methodological literature and teach students a critical, analytical and evaluative approach to work with him, develop opportunities for personal and professional self-determination, creative individuality. Vocational training of young people requires the use of educational and development opportunities of the city, region, country and the world in general, as well as the organization of a spiritually enriching method of education and life of teachers and students at the faculty and university level.

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