

## **Needs and Factors for Developing Professional and Creative Abilities of Students of Higher Educational Institutions**

*Sirojiddinova Iroda Mahammadovna*  
*Andijan Institute of Mechanical Engineering*  
*Head of the Department of Humanities,*  
*Doctor of Philosophy in Pedagogy (PhD)*

**ABSTRACT:** This article focuses on the need and conditions for the development of professional and creative abilities of students of higher education institutions, as well as the necessary conditions for modern effective development and, in this process, the opportunities for students of higher education institutions. It is also important to create opportunities for quality education in the system of higher education in accordance with international best practices and the development of professional and creative abilities in accordance with the modern requirements of society, to strengthen the material and technical base of higher education institutions and to provide funding for education. - Implementation of consistent reforms in the implementation of measures. At the same time, the current state of development of professional and creative abilities of students of higher education institutions is a necessary condition for the creation of mechanisms for the rapid elimination of systemic problems and shortcomings in their work and the reduction of differences in the quality of education.

**KEYWORDS:** ability, professional, general professional concepts, professional-creative ability, communicative, perceptive, subject-subject relationship, capacity building.

It consists of identifying the contradictions and driving forces of the process of developing professional and creative abilities in students of higher education institutions. In the process of developing professional and creative abilities, the constant clash of positive and negative situations leaves a unique imprint on the emerging teacher-educator, defining his creative individuality and the future teacher.

The legal basis for further development of the creative potential of students of higher educational institutions of the country, the development of professional and creative abilities, the formation of independent thinking skills, the system of further development of curricula, programs and literature. Necessary conditions for increasing the level of coverage with higher education, training highly qualified, creative and systematic thinking, independent decision-makers on the basis of international standards, the manifestation of their intellectual abilities and the formation of a spiritually mature person "[1]. This includes the use of cognitive-informational, personal, cultural, competency paradigms in the development of professional and creative abilities of students, the implementation of diagnostics of the quality of teaching, the development of critical thinking and the development of educational technologies.

The methodological part of the study is based on the laws of dialectics, which in turn emphasize a number of contradictions that determine the laws of development of the individual.

**The first contradiction** is that the acquisition of knowledge and practical skills, the development of intellectual and moral strength of the individual is self-directed, that is, the process of development of professional and creative abilities of the student is the only subject and object of labor for a certain period of time. This contradiction does not serve as a conscious need for knowledge, skills and competencies for the student to perform his / her professional duties in a competent manner. Most students do not understand the importance and necessity of daily work, do not know how to properly link the current and final goals and objectives of study.

The elimination of this contradiction is carried out in part by making annual amendments to the curricula of the department, the scientific councils of the faculties, the discussion of the scientific council of the institute, the curriculum of the studied disciplines.

Also, the first conflict can be resolved through the continuous work of students on their own, which is carried out in collaboration with teachers.

**The second contradiction** is the contradiction between the desire of a student of higher education to become a highly qualified teacher and the low level of development of emotional and volitional qualities of the person. Its essence is that it is difficult for students to combine theoretical knowledge with the skills acquired in pedagogical practice due to the low level of emotional communication culture, which is a consequence of the ability to express sympathy for children. The elimination of this contradiction was achieved due to the constant self-improvement of students in cooperation with the teaching staff of the institution of higher education. In this case, the methods used in the study of psychological and pedagogical disciplines are the most effective.

The second block is a section of sessions, which is organized by teachers of the departments of pedagogy, psychology, ecology, physical education, pedagogy and methods of primary education, and organizes the problems encountered in the meeting with students, educational activities.

The third block of the workshop is the presentation of the “group business card,” during which the student groups become sections. The jury, consisting of teachers participating in the seminar, is ready to conduct a summer pedagogical practice in summer health camps in front of their classmates, all who wish, and junior students. During the performances on stage, the winners will be determined by the maximum number of points, which will assess their artistic abilities, costumes, speech culture, musical tone, the content of the performance. Diplomas are also awarded to individual students who have demonstrated significant professional qualities. Judging by the jury allows students to adjust their self-assessment, and future vocational education allows teachers to focus on self-improvement.

**The third contradiction** is the conflict between the replenishment of the student's personal professional library, the desire to get acquainted with professional innovations, and the insufficient socio-pedagogical and

material support for this. The solution to this conflict is to increase the level of professional and pedagogical culture through the growth of the volume and quality of independent study and research work of students, to organize scientific conferences, general sessions, general meetings, in addition to higher education institutions.

Also, the third contradiction can be resolved with the financial assistance provided by the student union (financial assistance to those in need, based on applications to the union), the administration, the district administration (subsidies for student scholarships).

**The fourth contradiction** is the contradiction between the existing opportunities for vocational and creative training and the lack of ways to develop the professional and creative abilities of students in higher education. This contradiction can be resolved through creative research conducted by teachers of higher education institutions, as well as through the creation of a scientifically based system of education and ways to develop the professional and creative abilities of students of pedagogical higher education institutions.

**The fifth contradiction** is between the constantly updated content, technology of methodological training of students and their insufficient implementation in teaching practice. The fifth contradiction can be overcome by the institution of higher education as a whole, provided that the whole teaching staff and each individual teacher is ready to accept innovation and introduce innovations into the educational process. It should be noted that a rational, thoughtful approach to the selection of the optimal technology of training students with specific goals of education, updated processes of education and upbringing or new organizational forms of educational work is justified. Irregular innovations, creating the illusion of change and aspiration, are harmful and often undermine the foundations of an already fragile pedagogical system, leading to its deterioration.

These contradictions, of course, require a solution for the full development of professional and creative abilities of students in higher education. Conflicts will be resolved more successfully if the necessary conditions are created for this through the active cooperation of students, teachers of higher education institutions, heads of relevant departments of higher education institutions, and other responsible persons.

Higher education institutions train teachers who need to work in the third millennium schools at the turn of the century, to create new educational technologies that will help to prepare the younger generation for life and work. These graduates serve as a motivator for a qualified specialist to be active in the search for and practical application of effective methodological methods of solving emerging educational problems.

The scientific and pedagogical research conducted by us allowed us to examine in detail the little-studied area of development of students' professional and creative abilities, which is focused on the goal of the professional ideal and is closely integrated.

Spiritual, didactic, technological, organizational types of creative activity can be widely used in the implementation of innovative approaches in pedagogy [2].

Spiritual creativity is a unique activity based on a unique approach, which gives a qualitatively new

result in the spiritual and moral sphere between teachers and students.

Didactic creativity is an activity based on the selection, design of teaching materials and the development of new areas of student learning.

Technological creativity is a type of activity related to the search for and creation of new systems, processes and situations that allow to achieve high results, and it is the most complex of creativity, which covers the whole activity of the teacher and the student. The peculiarity of this type of creativity is explained by the fact that the transfer of elements of innovation to a specific technology is aimed at radically changing its effectiveness.

Organizational creativity is the creativity in planning, monitoring, allocating and mobilizing resources, communicating with the external environment, and creating and managing new ways of communicating between students and teachers [3; P. 26].

Sh. Sharipov emphasizes the formation of professional creativity on the basis of creative experience at the following stages:

- ✚ Preliminary (the methods of action specified in the curriculum are formed during the performance; for example, on the basis of approximate actions: information on the performance of the skill is required).
- ✚ Analytical (actions are performed separately, a comprehensive emotional analysis of the actions is performed).
- ✚ Synthetic (the actions performed separately are repeated in the generalized state and the general image of actions is created).
- ✚ Automation (redundant movements are eliminated, attention is shifted from the process to the result) [3].

Professional suitability does not mean, of course, simply stating whether a person is fit or unfit to perform his or her job duties in that profession. In other respects, fitness for the profession:

- 1) whether a person is fit for the chosen profession;
- 2) what he should do when choosing a way of life;
- 3) it should be considered in terms of a more rational approach to the issue of teaching, that is, in which it is possible to form, educate and develop the suitability for the profession in the most appropriate way [4; Pp. 39-40].

In order to develop as a specialist, it is necessary to pay attention to a number of issues:

- conscious choice of profession;
- set clear goals for the profession;
- notions of the profession are not far from real life;
- be able to imagine the difficulties encountered in practical activities, as well as the positive aspects of

the profession;

- formation of professional motives not from the influence of foreign scholars, but from personal needs;
  - good knowledge of the social prestige and value of the profession;
  - Understand that professional development takes a long time
- and so on [5; 151].

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, A.I. Avazbaev studied. on the issues of improving the training of teachers of labor and vocational education on the basis of the integration of the content of subjects [6, 7].

B.A. Akbarov's research analyzes the pedagogical system of formation of professional thinking in secondary school students [8].

A.J. Allambergenov conducted research on the development of professional and technological competence in secondary school students [9].

It is obvious that every teacher of a higher education institution can find and recommend a number of resources to their students, which will allow them to significantly enrich their pedagogical arsenal, professional and creative culture.

V.I. Andreev's research shows that the abilities in the eighth block include the following components:

- ✚ motivational-creative activity,
- ✚ intellectual-logical and intellectual-heuristic abilities,
- ✚ self-management skills,
- ✚ communicative-creative abilities and worldview, moral, aesthetic qualities and characteristics of the person, which are associated with the level of productivity of the relevant form of creative activity [10; P. 9].

Attempts to analyze the internal mechanisms of the process of development of professional and creative abilities have helped to identify the existence, simultaneous existence and constant struggle of different trends. For example, it was found that the student's desire to become only one highly qualified teacher was opposed to the insufficient level of development of a number of types of emotional and volitional qualities of the person.

The constant clash of conflicting trends in research as an organizational and pedagogical environment is a necessary condition for the success of the development of professional and creative abilities of teachers in higher education.

The research identified seven such driving forces: the methodological and general pedagogical training of teachers of higher education, the material and technical and educational support of the educational process in higher education, the high level of training of teachers in higher education institutions; interests, ability of the management of the higher education institution, its divisions to provide the organizational aspect of the

educational process in the higher education institution, students' confidence in the social and personal significance of continuous professional and creative self-improvement, mastery of their methods of self-improvement; humanization of higher and pedagogical education in general, which is to become a creator, educational and development to the formation of the future teacher's personality, based on universal spiritual and moral values in the student body interpersonal relationships that affect the hunter.

An unstructured description of the process of developing professional and creative abilities is made by studying the best practices of directing students to the development of consistent and systematic professional and creative abilities.

The Andijan Institute of Mechanical Engineering organizes the Andijan Institute of Mechanical Engineering, which consists of a curriculum, a program, a seminar, laboratory-practical classes, independent work of students and an independent machine. The program of the special seminar "Issues of formation of professional and creative abilities of students of higher educational institutions" for the 3rd year of the faculty "Logistics" was developed. Experimental work has shown quite high results of our organizational and methodological creativity.

A set of methodological methods of awakening and stimulating the needs of students in professional and creative development through the separation of educational activities of the Institute has been tested in practice and extensively tested, which we classify as a rational classification. In classroom and extracurricular activities, during the pedagogical process, the application of universal spiritual and moral values, the student's personality, his life and professional interests, needs, his feelings, his personal experience, the material of his experience, the method of teaching During the performance, students were able to express their views, feelings and unique individuality. The formation of a clear image of the ideal teacher-educator, the systematic study of scientific, pedagogical, educational and methodological literature by students, and the teaching of students to work with him critically, analytically and evaluatively, will help to develop the personality of the future teacher. Vocational training of young people requires the use of educational and developmental opportunities of the city, region, country and the world in general, as well as the formation of a spiritually enriching style of teaching and life of teachers and students at the faculty and university levels.

We are convinced that the motivation for the development of professional and creative abilities lies in the motives for choosing a higher education institution, including:

- a) love of science;
- b) love of profession along with love of science;
- c) love for children;
- d) the official need for higher education.

Analysis of the results of these studies shows that not only knowledge, skills and abilities are not enough to master the pedagogical profession, but also the need for individual and creative abilities, and their existence is

the basis of professional training.

Professional pedagogical activity is so diverse and multifaceted that it is impossible to successfully engage in this activity without having individual qualities and characteristics. That is why the problem we have chosen - the search for effective ways to form and develop the professional and creative abilities of students of pedagogical educational institutions - has emerged objectively and requires a solution.

## REFERENCES

1. On approval of the Concept for the development of the higher education system of the Republic of Uzbekistan until 2030. Decree of the President of the Republic of Uzbekistan No. PF-5847. October 8, 2019.
2. Spirin L.F. Professiogramma general pedagogical. - M.: 1997 - 34 p.
3. Sharipov Sh.S. Theory and practice of professional membership of students: Author. dis. ... (DcS). - Tashkent.: TSPU, 2012. - 27 p.
4. Sharipov Sh.S., Davlatov K., Nasriddinova GS Scientific and pedagogical bases of vocational guidance. Study guide. - Tashkent, 2007. - 146 p.
5. Kurbanov B., Mukhliboev M., Kurbanova G. Methodology of teaching labor education, a guide for students of labor education on the subject of career guidance. - Guliston, 2013. - 295 p.
6. Avazboev A.I. Improving the training of teachers of labor and vocational education based on the integration of the content of subjects: Diss. ... PhD. - T., 2001. - 150 p.
7. Muslimov N.A., Abdullaeva K.M., Kuisinov O.A., Gaipova N.S., Karimova N.N., Kodirov M. Technology for the formation of professional competence of teachers of vocational education. - T.: Science and technology, 2013. -128 p.
8. Akbarov B.A. Pedagogical system of formation of professional thinking in secondary school students.: Author. dis. ... DcS. - Namangan, 2020. - 52 p.
9. Allambergenov A. J. Development of professional and technological competence in general secondary school students: Author's abstract. dis. ... ped. fan. fortune-telling on. doc. - Nukus, 2020. - 52 p.
10. Andreev V.I. Pedagogical monitoring as a systematic diagnosis in the management of quality education. - Kazan: ed. Kazan University, 1997.