Berlin Studies Transnational Journal of Science and Humanities ISSN 2749-0866
Vol.2 Issue 1.5 Pedagogical sciences
http://berlinstudies.de/

DISSERTATIONSARBEIT ZUR VERBESSERUNG DER METHODIK DER KREATIVEN KOMPETENZENTWICKLUNG BEI STUDIERENDEN (AM BEISPIEL VON LEHRHOCHSCHULEN) ERFAHRUNGSTEST ARBEITSANALYSE

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Abstrakt: Der Artikel ist der experimentellen Arbeit der vom Forscher vorbereiteten Dissertation gewidmet. Es beschreibt die Forschungsmethoden des Autors. Die Ergebnisse der Forschung wurden mathematisch und statistisch analysiert und als Ergebnis wurden die endgültigen Schlussfolgerungen präsentiert.

Schlüssel wörter: Kreative Pädagogik, interaktive Unterrichtsentwicklung, Fragebogen, Modell, Seminar-Training

DISSERTATION WORK ON IMPROVING THE METHODOLOGY OF CREATIVE COMPETENCE DEVELOPMENT IN STUDENTS (IN THE (EXAMPLE OF TEACHING COLLEGES) EXPERIENCE-TEST WORK ANALYSIS

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Abstract: The article is devoted to the experimental work of the dissertation prepared by the researcher. It describes the research methods carried out by the author. The results of the research were analyzed mathematically and statistically, and the final conclusions were presented as a result.

Keywords: Creative pedagogy, interactive lesson development, questionnaire, model, seminar-training

INTRODUCTION

Creativity in students is the basis of formation of professional and pedagogical skills of future pedagogues. Formation of creativity of Pedagogical College students is primarily based on private cognitive skills, i.e. creativity, initiative, personal knowledge in the field of research, striving for creative activity. Preschool education students of pedagogic colleges are future educator pedagogues. In addition to mastering creative tasks, it is important that they are able to inspire creativity, research, ingenuity in their students. For this, it is appropriate to analyze the

knowledge, concepts and views of future pedagogues regarding creativity and develop a model and methodology aimed at developing their creative abilities.

According to this, the experimental and work is carried out within the framework of the research intended to study the practical situation of the research being studied, the shortcomings encountered in this field and their causes, and on this basis, the purpose of developing the necessary interactive lesson developments are worked out.

Based on the research hypothesis, the analysis of the current situation of the development of creativity competencies in future pedagogues in professional educational institutions based on interactive teaching methods and technologies, pedagogical conditions, forms and methods of developing their creative competencies are developed and required to be put into practice. Based on this requirement, we tried to determine the degree of formation of creativity competencies among the respondents-students, based on the methodology proposed by us, and the possibilities of the development of these abilities by the interactive teaching system during the experimental and test work, which serves to highlight the practical aspects of the development of creative competences in the students during the interactive teaching process. For this purpose, we used the methods of observation, questionnaire, survey, conversation, interview, self-assessment in small groups , self-analysis, evaluation of activity results through role-playing games, and teaching tasks.

METHODS/ THEORETICAL BASIS

The following questionnaires and pedagogical tasks were brought to the attention of the respondents involved in the experimental work.

1. The first part of the questionnaire survey was focused on determining the current level of perceptions and theoretical knowledge of the respondents-students about "creativity", "creative abilities", "creative activity", "Creative pedagogy", "interactive teaching process", "interactive methods and technologies".

2. At the next stage of the emphatic experiment-testing process, the level of formation of creative competences of the respondent-students was checked and determined through pedagogical problem situations and tasks.

3. Levels of awareness of the nature of the interactive teaching process of the respondents, as well as evaluation of the possibilities of interactive teaching methods and technologies in the development of creative activities of future pedagogues, and in the process of the third type of experimental work aimed at determining the effective forms and methods of interactive teaching in the educational process, cases consisting of questionnaires, problem situations, and practical assignments were used. A total of 616 respondents-students were involved in the experimental work carried out within the framework of the research. Pedagogical cooperation with professors and teachers was established to record and summarize the results of experimental work, analyze them, give methodical instructions to experimenters in this field, and objectively evaluate the results. The obtained results were observed and evaluated by professors and teachers engaged as "independent experts".

In order to accurately determine the effectiveness of experimental work and the dynamic growth of results, 616 respondents involved in experimental work were

divided into two groups based on free choice, i.e. experimental and control groups. 308 respondents were assigned to experimental groups and 308 respondents to control groups.

Research was conducted on the basis of a special interactive methodology aimed at developing students' creativity competencies during interactive teaching in experimental groups. On the basis of educational and role-playing games, pedagogical problems and exercises, group and small group trainings and individual trainings, discussions, lectures, and seminars were organized. These trainings for students and teaching staff were conducted in special auditoriums equipped with educational and technical tools, using the specially created website "Creative Pedagog" through the Internet and through the official group "I will be a Creative Pedagogue" on Telegram messenger. The results of the emphasizing, formative and final experimental tests and their dynamic growth were studied and analyzed by "independent experts" and the researcher.

Practical activities were carried out in the existing traditional teaching conditions of 4 levels of professional educational institutions with the registered respondents as control groups. These groups were also observed under a special program as part of experimental work. The levels of formation and consistent development of creative abilities in the respondents were studied and analyzed based on certain criteria. The results obtained from the experimental and control groups were studied, summarized and comparatively analyzed. Based on the results, final conclusions were drawn.

Experimental work was carried out on the basis of "Methodology of formation of students' creative abilities with the help of interactive teaching methods and multimedia technologies" in the following directions:

1. The first route. With the help of tasks developed on the basis of questionnaires and P. Torrens tests, students' skills related to "creativity", "creative abilities", "desire for creative activity", as well as "creativity", "interactive teaching process", "interactive methods and technologies" through questionnaires The present level of their ideas and theoretical knowledge about "creative pedagogy" is diagnosed. The following questionnaire was prepared and piloted for students:

1. Do you understand the term "creativity"?
2. How would you describe the concept of "creativity"?
3. Do you consider this concept necessary in professional activity , and if yes , how important is it for you personally?
4. Does your institution teach creative pedagogy or subjects in this direction?
5. If there are no subjects in this direction, do you want them to be taught to you?
6. What do you think are the criteria that affect the development of creative competences in students (student)?
7. What do you think are the factors that hinder the development of creativity competence?
8. Do you have information about tests and technologies that develop creativity competence?

9. Would you like to organize seminars aimed at increasing your creative knowledge?
10. How would you like the lessons to be taught?
11. What form do you want the lesson process to take more?
12. What do you mean by "interactive learning process" ? express your opinion .

2. The second direction. Based on interactive teaching methods and technologies, assignments based on the imitation of educators and assistant educators of the future preschool educational organization, creative interviews and trainings aimed at developing cognitive activity, organizing the lesson process using multimedia technologies that help to develop creative competence. Students were given the following creative tasks:

"Find an alternative": participants are told the name of the following objects: a chair, a glass, a newspaper, a pen. Then they will be asked to tell the options of using these objects for what purposes.

"Make a sentence": the participants are told 3-5 letters of their choice and are given the task of making a sentence based on the words starting with this letter. For example: A, Ya, S, A, T.: *Akbar passed the final exams with flying colors.*

"Generation of ideas". Participants are given a random word and have to say or write words that have common characteristics related to that word. For example: white color (snow, refrigerator, cat, blouse, etc.).

The originality of ideas is taken into account when evaluating the answer options in each task.

Case interview:

1. You went to an important meeting. 10 minutes before the start of the presentation, you noticed that you left a flash drive with your information and presentation. Your action?

2. You have been sent to conduct a lecture to an unfamiliar audience. When you enter the audience and announce the topic, the participants tell you that you have given a talk on this topic before. Your action in this situation?

3. The student in the audience is taking your time up with his unexpected questions. Your action in this situation?

RESULTS

Below we describe the analysis of the answers given by the respondents to the questionnaire matters of the first direction (see table 3.1.1). The results of the analysis are expressed in quantitative indicators, and the answers of the respondents are shown using numbers.

During the observations, it became clear that all the students studying in pedagogical colleges of the professional education system, who chose the direction of teacher and assistant teacher, are not equally interested in acquiring knowledge about the development of creative abilities. This is reflected in the following.

Table 3.1.1

Analysis of the level of development of creativity competence in students

Analysis of the level of development of creativity competence in students AT THE BEGINNING OF EXPERIMENT								
Groups	**Number of listeners**			**Level of competence**	**Experimental group**		**Control group**	
	Experimental group	**Control group**						
Tashkent Pedagogical College	56	57	5	High (86-100%)	6	10.7%	6	10.5 %
			4	Medium (71-85%)	21	37.5%	23	40.4 %
	7.48	7.55	3	Low (55-70%)	29	51.8%	28	49.1 %
Boka Pedagogical College	89	89	5	High (86-100%)	10	11.2%	11	12.4 %
			4	Medium (71-85%)	29	32.6%	30	33.7 %
	9.43	9.43	3	Low (55-70%)	50	56.2%	48	53.9 %
Namangan Pedagogical College	66	66	5	High (86-100%)	6	9.1%	7	10.6 %
			4	Medium (71-85%)	21	31.8%	19	28.8 %
	8,12	8,12	3	Low (55-70%)	39	59.1%	40	60.6 %
Yangier College of Education	97	96	5	High (86-100%)	11	11.3%	10	10.4 %
			4	Medium (71-85%)	31	32.0%	30	31.3 %
	9.85	9.80	3	Low (55-70%)	55	56.7%	56	58.3 %
	308	**308**			**308**		**308**	

The results of the analysis of the respondents' answers to the first question included in the questionnaire showed that most of the respondents in the experimental group (138 people) considered the concept of creativity as a teacher's professional quality; pedagogical creativity (116 people); creativity and initiative activity of the person (54 people) explained. The respondents in the control group answered this question as follows: creativity is quick wit , creative activity (44 people); creativity is a way to acquire innovations (108 people); creativity-professional quality of the teacher (156 people). When we analyzed the answers given by the respondents, it became clear that most students do not have information about the concept of

"creativity". Although we were not completely satisfied with the answers given, we were pleased with students being independent and active.

Respondents in the experimental group gave the following answers to the second question: actions related to the formation of creativity, non-standard thinking and improvisation in the individual (55 people), their search for creativity (128 people), the task of forming pedagogical skills (125 people). Respondents in the control group reacted to this question as follows: the task of forming creativity and ingenuity in a person (39 people); self-professional development of the future pedagogue (105 people); form of mastering knowledge, skills and turning it into a qualification (164 people). When we did a comparative analysis of the results, it was found out that the respondent students were not enough aware of the "essence of creativity competence".

They also hesitated, thought, and tried to avoid making mistakes in the process of stating their answers. Based on this, in the next stages of experimental work, we tried to implement pedagogical measures that would provide an opportunity to fully explain the essence of this concept, and we came to the conclusion that it is necessary to highlight the factors that hinder the development of creativity competence. The third, fourth and fifth questions of the first type of survey are logically close to each other. They are aimed at determining the importance of developing creative competencies in students and the factors affecting it, and the answers of students to these questions have positive indicators. 3/1 part of the respondent studies highlighted the importance of creativity, innovation , and innovative activities for pedagogues and future pedagogues in today's globalization processes, the effect of creative approach to the teaching process, its positive impact and its social importance based on their personal opinions. The students' answers indicate that they have developed a desire to acquire creative skills. Respondents could not give a clear answer to the sixth question about the factors affecting the development of creativity skills in students and the seventh question about the factors that hinder the development of creativity competence. Most of the respondents indicated the conditions created during the educational process as an important factor. However, their answers lacked clarity, particularly the ideas about the interactive learning process were not clear enough. No specific answers were received from the students regarding the eighth question included in the questionnaire. They do not contain information about similar sources of tests for determining or developing creativity competence. It was the answer to this question that prompted us to create the "Creative Pedagogue" site and to publish a teaching manual that includes interests and methods that serve to develop creativity competence. As it can be seen from the answers of the respondents, the development of creativity requires extensive knowledge in the pedagogical-psychological and methodical fields. But in their answers to the questions in the questionnaire, it was revealed that their knowledge, skills and qualifications in this field were not sufficiently formed. This situation makes it necessary to improve the contents of the series of subjects and their training in the course of the school years. 100% of the respondents gave positive answer to the question of whether they would like the seminars on the development of the ninth

creative competence of the questionnaire to be organized, and the seminars were organized in the continuation of the subject "Creative development in MTT" and "Artistic creative activity". How would you like the lessons to be taught? and in what form do you want the lesson process to take place more? In the experimental group (250) and in the control group (235), they answered the questions in the form of free, playful training.

What do you mean by "interactive learning process"? Most of the respondents did not answer the questions asking them to express their opinion. Out of 308 respondents, only 20-25 answered that "Interactive teaching is an innovation", and 10-15 answered using digital technologies.

It is known that the interactive teaching process in professional education is of great importance in the formation of an environment of pedagogical cooperation, the development of creative competencies in students, and the formation of the professional training of a future specialist. Accordingly, in order to find out the opinions of students of pedagogical colleges regarding the interactive teaching process, we asked, "Do you think the interactive teaching process is important in the development of students' creativity competencies, and what role does it play?" We asked a question about the contents. Most of the experimental and control group participants expressed positive attitudes to this question.

Positive attitude

- striving for innovation, looking for new opportunities;
- engagement in research activities;
- the possibility of independent self-development;
- availability of the opportunity to acquire the skills of using modern technologies;
- ability to work in a team;
- high possibility of effective use of computer technologies;
- entering into mutual cooperation, creation of communication environment.

Negative attitude

- dissatisfaction with the achieved results;
- facing pressure from leaders;
- experiencing stress from training loads;
- having difficulty getting out of problematic situations;
- inability to communicate.

It turns out that students are more inclined to engage in interactive learning. However, the satisfaction of these needs should be done together with the development of their creative competence, which is our main goal. To achieve this goal, the second type of experimental work was focused on elucidating the essence of this issue.

DISCUSSION

One of the important aspects of the research work was to present the second type of pedagogical tasks to their attention and analyze the results in order to determine the level of development of students' creativity. In this, the main attention is paid to the qualities of the creative ability of the respondent students: -

independence; - non-standard thinking; - improvisation; - organization; - originality; - rapid thinking was directed to the diagnosis of the level of development of reflection. From the contents of the pedagogical tasks, there were "cases", pedagogical issues, logical tasks and problematic situations. We initially used the following case.

1. **Case:** "You arrived late to an demo lesson organized at a preschool. Find the best way to communicate with the head of the institution and the students.

2. **Problem assignment:** express the characteristics of the concepts of "Creativity", "Creative ability" and "Pedagogical creativity" as a whole and separate aspects based on a comparative analysis.

3. **Role-playing game "In work activity":** a stubborn and capricious student joined your group, show him ways to establish friendly relations and actively participate in training.

4. **Problematic situation:** you started working with a new group, and after some time the parents got together and said: "We believe that you, as a teacher and pedagogue, cannot teach our children modern new knowledge." How do you handle this situation?

Answer options:

1) "Your task is to educate your child, not to teach me";

2) "I certainly cannot teach the children of parents like you";

3) "Perhaps it is better to transfer to another teacher";

4) "You have no right to discuss me at all";

5) "Tell me why you think so";

6) "Let's talk calmly, maybe something in my behavior makes you think that way."

7) Additional answers: . . . . . .

5. **Pedagogical issue: The student expressed** to the teacher that he did not want to participate in the classes at all and that they were not interesting for him. How do you handle this situation? Place your answer options in the order of "petals". Below we will consider the responses of the respondent-students to the second type of pedagogical tasks (see Table 3.1.1).

Analyzing the answers given to the second type of pedagogical tasks, the respondents - students have creativity level of competence development. It became clear in the students' answers that it is low . For example, in the process of solving the "case" from the content of the first assignment, it became clear that the students are not aware of the secrets of elementary communication, especially pedagogical communication. Most of the answers are «I 'm caught up with work, it won't happen again ", "like you, and I can be late» It consisted of examples of the style. Also , while observing the activities of the respondents in the process of solving pedagogical tasks, we witnessed the insufficient development of the necessary skills that represent the criteria of creativity listed above , such as confidence, independence, non-standard thinking, improvisation. What was surprising was that they were afraid of getting into such situations or looked for ways to leave the situation without a positive solution (situations 4, 5). Based on the conclusions based on the results of the second type of surveys, we were once again convinced that it is

appropriate to start a creative, interactive lesson process created for the purpose of developing students' creative abilities. Relying on the results of the emphatic experiment-test aimed at studying the current state of development of creative abilities of students in the process of interactive teaching, we came to the following conclusion:

- Insufficient interactive environment and pedagogical conditions aimed at developing students' creative abilities in professional educational institutions ;
- theoretical development of students ' creative abilities are insufficient in formation of knowledge on practical issues, in particular, creativity, professional creativity, pedagogical creativity, interactive educational conditions ;
- Lack of subjects aimed at forming creative activity in the teaching of pedagogy and psychology in professional educational institutions;
- the fact that the practical work experiences of professors and teachers in professional educational institutions regarding the process of interactive teaching and its organization are not within the scope of the requirements, and these cases are noted that the students' creativity in the process of interactive teaching developed effective forms, methods and means of developing competences , put them into practice and popularized the obtained results, showed that it is desirable to increase the efficiency of activities.

3.1. The progress of the experimental work and the analysis of the obtained results

3.2. Table 1

The level of development of students' creativity competence AT THE END OF THE EXPERIMENT								
Groups	**Number of listeners**			**Level of competence**	**Experimental group**		**Control group**	
	Experimental group	**Control group**						
Tashkent Pedagogical College	55	56	5	High (86-100%)	17	30.9%	6	10.7 %
			4	Medium (71-85%)	26	47.3%	24	42.9 %
	7.42	7.48	3	Low (55-70%)	12	21.8%	26	46.4 %
Boka Pedagogical College	89	89	5	High (86-100%)	23	25.8%	11	12.4 %
			4	Medium (71-85%)	46	51.7%	30	33.7 %
	9.43	9.43	3	Low (55-70%)	20	22.5%	48	53.9 %

Namangan Pedagogical College	66	65	5	High (86-100%)	19	28.8%	8	12.3 %
			4	Medium (71-85%)	34	51.5%	20	30.8 %
	8,12	8.06	3	Low (55-70%)	13	19.7%	37	56.9 %
Yangier College of Education	97	96	5	High (86-100%)	29	29.9%	11	11.5 %
			4	Medium (71-85%)	49	50.5%	31	32.3 %
	9.85	9.80	3	Low (55-70%)	19	19.6%	54	56.3 %
	307	**306**			**307**		**306**	

A summary of these indicators is presented in Table 3.2.4;

As a result of teaching the subjects "Artistic creative activity", "Creative development in MTT" with interactive activities that develop creativity with the help of multimedia technologies, the level of development of creativity competence among the students of the experimental and control groups

Table 3.2.4

Level of development of creativity competence	Experimental group				Control group			
	308 students at the beginning of the experiment		307 students at the end of the experiment		308 students at the beginning of the experiment		306 students at the end of the experiment	
	many	%	many	%	many	%	many	%
High (creative)	33	10.7%	88	28.7%	34	11.0%	36	11.8%
Medium (Productive)	102	33.1%	155	50.5%	102	33.1%	105	34.3%
Pact (Reproductive)	173	56.2%	64	20.8%	172	55.8%	165	53.9%
Total	**308**	**100**	**307**	**100**	**308**	**100**	**306**	**100**

In the 2021-2022 academic year, in the main educational event , "Artistic creative activity" and "Creative development in MTT" educational subject was taught with the help of interactive lesson development with the help of multimedia technologies. As a result, the original work was processed in a mathematical and

tactical way. According to the results of the conducted research, the level of development of students' creative competences showed a positive dynamic of 14%.

This increases the effectiveness of the Japanese model and conceptual methodical system for developing students' creativity competencies in the Japanese vocational education program was developed by us .

The contents of this subject led to the development of students' educational activities and increased interest in learning, the levels of development of creativity competencies of students of Tashkent, Namangan, Gulistan and Boka **pedagogical colleges** : creative (high) - 28.7%, productive (medium) - 50.5% , reproductive (low)- 20.8% increase was observed, which proved that the purpose of our research was fulfilled, which is the basis for concluding that the educational efficiency has increased.

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