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GOALS, PRINCIPLES, CONTENT AND METHODOLOGICAL BASIS OF THE METHODOLOGY

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ABSTRACT

The article theoretically analyzes the goals, principles, content and methodological foundations of the methodology of independent creative activity of students. Its classification, parameters and methods of assisting in the development of independent creative activity are described.

Key words. *Activity, pedagogical process, quality, independence, creative activity, self-development, self-education, independent creative activity, education, professionalism.*

TALABALARNING MUSTAQIL IJODIY FAOLIYATI METODIKASINING MAQSADLARI, TAMOYILLARI, MAZMUNI VA USLUBIY ASOSLARI

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ANNOTATSIYA

Maqolada talabalarning mustaqil ijodiy faoliyati metodikasining maqsadlari, tamoyillari, mazmuni va uslubiy asoslari nazariy tahlil qilindi. Uning tasnifi, parametrlari va mustaqil ijodiy faoliyatni rivojlantirishga yordam berish usullari tavsiflandi.

Kalit so'zlar. *Faoliyat, pedagogik jarayon, sifat, mustaqillik, ijodiy faoliyat, o'z-o'zini rivojlantirish, o'z-o'zini tarbiyalash, mustaqil ijodiy faoliyat, ta'lim, kasbiy mahorat.*

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ЦЕЛИ, ПРИНЦИПЫ, СОДЕРЖАНИЕ И МЕТОДОЛОГИЧЕСКАЯ ОСНОВА МЕТОДОЛОГИИ

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АННОТАЦИЯ

В статье дается теоретический анализ целей, принципов, содержания и методических основ методики самостоятельной творческой деятельности студентов. Описаны ее классификатsiя, параметры и методы стимулирования развития самостоятельной творческой деятельности.

Ключевые слова. *Деятельность, педагогический процесс, качество, самостоятельность, творческая деятельность, саморазвитие, самообразование, самостоятельная творческая деятельность, образование, профессионализм.*

INTRODUCTION

Modern higher education is aimed not only at imparting knowledge, but also at developing students' independent and creative thinking, flexibility and initiative. These qualities are becoming especially important in the context of the transition to a knowledge economy, the digitalization of education and the formation of a culture of continuous self-improvement. In this regard, the problem of developing independent creative activity of students in pedagogical science comes to the fore.

The “Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030”, approved by the Decree of the President of the Republic of Uzbekistan No. PF-5847 dated October 8, 2019, places special emphasis on the priority areas of systemic reform of higher education, raising the process of training highly qualified personnel with modern knowledge and independent thinking to a qualitatively new level, modernization of higher education and the development of sectors of the economy based on advanced educational technologies, as strategic issues. In particular, the Concept sets the task of "developing independent learning, critical and creative thinking, systematic analysis, entrepreneurial skills in students, introducing methodologies and technologies aimed at strengthening competencies in the educational process, directing the educational process towards the formation of practical skills, and in this regard, widely introducing advanced pedagogical

technologies, curricula, and teaching and methodological materials based on international educational standards into the educational process" [1].

Modern education faces many challenges, including the integration of knowledge from different fields, the development of critical thinking and teamwork skills. In the context of globalization and the rapid development of technology, traditional teaching methods have not been able to fully meet the needs of students and employers. In this regard, special attention is paid to the development of independent creative activity in students. Students should not only master information, but also have the ability to independently find solutions, analyze data, conduct research and draw conclusions based on the results obtained.

From this point of view, it is important to reveal the place and role of the methodology for developing students' independent creative activity in the system of general professional competencies, to develop situations that highlight the axiological potential of pedagogical and psychological disciplines.

Analysis of literature on the topic. The first theory of software was proposed in 1936 by the English mathematician Alan Turing in his story “On computable numbers with an application to the Entscheidungs problem”.

P.I. Obraztsov, revealing the essence of the concept of software and methodological support, emphasizes, first of all, not the methodological side of the support, but the need for the teacher to choose teaching tools that correspond to the practical methodology.

We approve of the definition given by P.I. Obraztsov, who believes that software and methodological support is a set of educational software products created for specific teaching methods.

Research methodology. In the educational process, methods of studying and analyzing statistical data, logical thinking, analysis and synthesis are widely used to educate young people on the basis of national spiritual heritage, to in-depth study of qualities such as enlightenment, tolerance, and honesty, and to educate them in a spirit of respect for universal human values.

Analysis and results. Methods for the development of creative activity not only ensure the successful education of students, but also form creative approaches and problem-solving skills in their life activities. This, in turn, is of great importance in increasing the intellectual potential of the country, developing innovations and ensuring socio-economic development.

The development of a methodology for improving the independent creative activity of students involves relying on a set of scientifically based rules that reflect both the goals of professional education and the characteristics of the development of

the personality of a future teacher. The main goal is to develop sustainable skills of students and readiness for independent creative activity in educational and professional spheres. The methodology for the development of independent creative activity of students is aimed at developing sustainable skills of creative thinking, initiative and the ability to self-organize in educational and professional activities in future specialists.

The purpose of the developed methodology is to provide targeted pedagogical impact that helps students actively develop their ability to independently, actively, creatively solve professional problems and realize their individual creative potential.

For the effective use of this methodology, we have identified the following main tasks:

1. Formation of a motivational base: Creation of a motivational environment that promotes the active involvement of students in the creative process. This includes encouraging individuality, organizing creative competitions, exhibitions and student scientific conferences (stimulating students' internal motivation for independent and creative work; ensuring a conscious attitude to the process of self-development and creative self-expression).

2. Development of cognitive abilities and creative thinking: Development of flexible methods that take into account the individual characteristics of students: type of thinking, level of motivation, style of information perception. Personalizing education is becoming one of the main directions of modern pedagogy (facilitating the development of flexible and critical thinking; forming the skills to generate original ideas, systematize them, and apply them in educational activities).

3. Creating conditions for the manifestation of independence: Developing students' self-organization and self-management skills in curricular and extracurricular activities. This is especially important in the context of the digital transformation of education, when independent work with information is prioritized (giving the student the opportunity to choose the forms, methods and pace of completing tasks; developing self-control, self-planning and self-assessment skills).

4. Integrating creative tasks into the educational process: Developing students' cognitive and creative independence through project-based, research-based and practice-oriented activities. Such approaches facilitate the transition from reproductive education to productive education (using research, project and problem-based teaching methods; introducing situational and game technologies that simulate real professional tasks).

5. Formation of a valuable and meaningful direction: Organization of diagnostics and monitoring of the development of creative independence, including

questionnaires, tests, expert assessment of creative products and self-analysis of students (helping to understand the personal significance of creative and independent activity; developing interest in the teaching profession through creative cooperation).

6. Organization of pedagogical support and feedback: Methodological support for teachers aimed at updating teaching and learning methods in accordance with the principles of developing the creative potential of the individual (developing interaction between the teacher and the student on a collaborative basis; systematic diagnostics and correction of individual achievements of students).

Within the framework of this methodology, the following main principles can be identified:

The principle of subjectivity is the recognition of the student as an active subject of the educational process, capable of setting goals, choosing means and reflecting on the results of activities [1].

The principle of activity and independence is the organization of educational situations that encourage initiative, research, decision-making and responsibility for the result [2].

The principle of creativity is the creation of purposeful conditions for creative thinking, the search for non-standard solutions and working with uncertainty [3].

The principle of individualization is the consideration of the personal characteristics, level of development, motivation and preferences of students in the process of organizing activities [4].

The principle of integration of educational and professional activities is the development of students' experience in using creative approaches in their educational practice, which helps to understand their professional identity [5].

The principle of reflexivity is the organization of feedback and self-analysis as a mandatory element of any stage of creative activity [6].

The methodological system for developing independent creative activity of students should be comprehensive, flexible and person-oriented. It is based not only on traditional didactic tools, but also on modern digital technologies, as well as on the philosophy of open education and individual self-determination. In a rapidly changing world, where information is available in any format and at any time, traditional teaching methods can no longer meet the needs of students and society as a whole. Therefore, it is necessary to introduce new methods and techniques that activate the educational process and serve to develop creative skills.

One of the main aspects of this process is the use of modern technologies in education. Information and communication technologies (ICT) open up wide opportunities for organizing the educational process, allowing students not only to

acquire knowledge, but also to actively participate in its creation. The introduction of technologies such as electronic textbooks, online courses, distance learning platforms and collaborative tools helps students develop independent active research and study skills.

Electronic resources provide students with new opportunities for independent work and homework: learning has become individual and independent, and at the same time controlled. Communication with the student using a computer is carried out in various forms and content (informational, informative, advisory, effective, verbal and non-verbal).

Based on the analysis of pedagogical and psychological, scientific sources, taking into account the opinions of scientists who studied the problems of the emergence, formation and development of methodological support of education, the terms “software”, “methodological support”, “didactic support”, “software and methodological support” were mutually improved, their definitions changed in accordance with the software available at that time.

Software is a set of programs and data that control the operation of a computer and perform certain tasks. It is an integral part of any computer system, ensuring interaction between the user and the equipment.

Software is divided into several categories depending on its purpose and functions. In the modern world, software plays an important role not only in computers, but also in various devices such as smartphones, tablets, smart TVs and even cars.

Software is divided into categories that perform their own unique functions and play an important role in the operation of the computer. Office programs are programs used to create and edit text documents, spreadsheets and presentations. For example, Microsoft Office, Google Docs, Libre Office. These applications are an integral part of the work of many users and are used in various fields, from education to business.

Software is one of the types of automated system support, along with technical (hardware), mathematical, information, linguistic, organizational, methodological and legal support. The disciplines that study software are information technology and software engineering.

CONCLUSION

Methodological support of the educational process is the main mechanism for creating a system of educational activities. Also, methodological support contributes to increasing the effectiveness of training highly qualified personnel.

Methodological support refers to the creation and use of educational and methodological documents, manuals, recommendations, methodological materials, didactic tools, as well as effective teaching methods aimed at activating the cognitive activity of students and ensuring the achievement of educational goals.

Also, methodological support is a process aimed at creating various types of methodological products, providing methodological assistance to various categories of professors and teachers, identifying, studying, generalizing, forming and disseminating positive pedagogical experience.

In the educational process, the main means of teaching that should be included in the methodological support include educational and methodological literature (textbooks, study guides, recommendations, lecture texts, reference books, albums), educational and visual aids (posters, diagrams, drawings, photographs, graphs, tables), natural means (models or real devices, mechanisms, tools, models and samples), technical educational aids (audiovisual aids and technical programming tools). Thus, the system of methodological support of the educational process should cover the entire content of the educational material provided for in the program and educational standards.

The development of the concept of software and methodological support is closely related to didactics and scientific and technological progress in education.

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