

## IMPROVING COMPETENCY APPROACH TO STUDENTS

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**Annotation.** The article highlights the most important components in the structure of creativity of undergraduate students in pedagogical education to improve the competent approach to creative thinking in students, different aspects of creative and reproductive thinking. qualities such as imagination, fantasy, emotional kindness, and benevolence that are needed for future educators are also shown.

**Keywords.** Creative activity, imagination, emotionality, student, creativity, fantasy, pedagogue, method, mind, thought, reasoning.

Scholars have not agreed on what qualities should be considered as the basis for the development of creativity, but we believe that the most important components in the structure of creativity of undergraduate students in pedagogical education can be identified.

Scientist G.S. Altshuller believed that creativity could be developed at any age through conscious learning by teaching selective problem-solving theory (TOVEN) to creative activity methods. TOVEN is based on the principle that all systems are subject to laws that can be known and applied. This theory proved its practical significance and became the basis for new technologies, including in pedagogy.

Scholar I.Z. Kalmikova sees the fragment of creative and reproductive thinking “at the level of novelty in relation to the subject’s knowledge of the product obtained in the process of thinking activity”. Creativity leads to the creation of something new, something that did not exist before. The peculiarity of the development of creativity in students of higher education institutions is that its result should be a qualitative change in the thinking, consciousness and personality of students.

As a result of creative activity, not only creativity, but also such qualities as imagination, imagination, emotional kindness and benevolence, which are necessary for future educators, develop.

Olima Ye.N. According to Koveshnikova, pedagogical activity is based on, on the one hand, the actions acquired through learning (from the teacher), the usual actions mastered on the basis of the pattern, and, on the other hand, the independent, new to one degree or another. xshamagan (original) represents a mixture of actions. In this case, creativity is manifested in the second group of actions.

The content of education of students of higher education institutions should not be limited to narrow-specific requirements, it is necessary for the modern educator to develop the knowledge of multifaceted, varied thinking, a broad artistic outlook, professional independence, which is necessary for creative mastery of the subject must be sufficient.

The main idea (purpose, purpose) of education of students of higher education institutions is to creatively determine their profession, destiny and realize their opportunities, abilities and potentials in a new, changing reality. is to develop the personality of a designer, a research educator, capable of creating his own practice of the content of education and creativity.

Within the framework of a person-centered approach, the professional development of the future teacher as the growth, formation, integration and implementation of professionally important personal qualities, professional knowledge and skills, but most importantly - a radically new structure of students' inner worlds. to the method of life activity - is understood as the creative realization of their opportunities, abilities and potentials in the profession.

Psychologists have proven that only an individual can nurture a new personality, and only a gifted person can nurture a new gifted person. Many of the reforms of the 20th century did not provide the desired knowledge precisely because it did not include the identity of either the future or the current teacher. It is necessary to train a creative thinking educator and then use him to increase the productivity of the process. The creativity of future educators needs to be shaped directly in the educational process.

Only a creative educator can form the creativity of students with such a ability (which carries such a need) that it is necessary to train in high school. The presence of creativity in the professional activity of teachers of

higher education institutions leads to the transfer of incentives from material incentives to the process of activity itself.

The professions of students majoring in Primary Education, Pedagogy and Psychology, Fundamentals of National Ideology and Spirituality show not only a high level of specialized knowledge and skills, but also the ability to be creative. because it is a more creative process. Because the objects created as a result of the designer's work have their own individuality and they require special attention and perception. Similarly, the personalities of the educator's students are recommended individually and the student takes a separate approach. Therefore, the creative activity of a designer and educator should be individual, despite the fact that they have a common character, character.

N.V. Kuzmina, V.E. Inozemtseva, L.Ya. According to scholars such as Miloradova, a creative educator can design and creatively process material, as well as compare it to the ultimate goal of the scientist; basic skills, such as the ability to organize and maintain students' creative activity throughout the course; the ability to analyze their experience in terms of creative solutions to educational problems; must be able to transfer to another job, develop a unique system for designing educational information and adapt it to the level of understanding of students.

In shaping the creativity of students in higher education, the university allows them to play an important role in their professional careers.

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