



SCIENTIFIC AND THEORETICAL ASPECTS OF THE COMPETENT APPROACH IN THE DEVELOPMENT OF CREATIVITY IN THE FUTURE PROFESSIONAL PEDAGOGICAL ACTIVITY OF PHYSICAL CULTURE EDUCATION STUDENTS

ESHQOBILOV ELMUROD MENGLIMUROD O'G'LI

Termiz State University,

Department of sports management, teacher.

E-mail: eshqobilovelmurod25@gmail.com

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Abstract: In this article, the author expresses his opinion on the scientific-theoretical aspects of the competent approach and its importance in developing the creativity of the students of physical culture in their future professional pedagogical activities.

Key words. Competent, approach, activity, pedagogue, specialist, education, non-traditional, profession, training, competence, ability, creativity, competence, formation, development and method.

The essence of the concept of "competence". In the conditions of market relations, resistance to strong competition, which takes priority in the labor market, requires every specialist to have professional competence and to increase it consistently. So what is competence? What qualities are reflected in the basis of professional competence? It is necessary for the teacher to be able to highlight the qualities of competence. In this place, we will talk about these and related ideas.

The concept of "competence" entered the field of education as a result of the scientific research of psychologists. From a psychological point of view, competence is "how a specialist behaves in unconventional situations, unexpected situations, engages in communication, takes a new way in relations with opponents, performs ambiguous tasks, uses conflicting information, consistently develops and ownership of a plan of action in complex processes.

What is the concept of competence: In the conditions of current market relations, being able to withstand strong competition, which takes priority in the labor market, requires every specialist to have professional competence and to increase it consistently. So what is competence? What qualities are reflected in the basis of professional competence? It is necessary for the teacher to be able to highlight the qualities of competence. In this place, we will talk about these and related ideas.

The English concept of "competence" literally means "ability". The content serves to illuminate "the effective use of theoretical knowledge in the activity, the ability to demonstrate high-level professional qualifications, skill and talent."

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Professional competence is the acquisition of knowledge, skills and qualifications necessary for professional activity by a specialist and their practical application at a high level. Professional competence does not mean the acquisition of separate knowledge and skills by a

specialist, but the acquisition of integrative knowledge and actions in each independent direction. Also, competence requires constant enrichment of professional knowledge, learning new information, understanding important social requirements, finding new information, processing it and being able to use it in one's work.

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Professional competence is evident in the following cases:

1. social competence - the ability to show activity in social relations, the ability to communicate with subjects in professional activities.
2. special competence - preparation for organizing professional-pedagogical activities, rational solution of professional-pedagogical tasks, realistic assessment of activity results, consistent development of BKM, based on this competence psychological, methodical, informational, creative, innovative and communicative competence noticeable.

They express the following content:

- 1) psychological competence - the ability to create a healthy psychological environment in the pedagogical process, to organize positive communication with students and other participants of the educational process, to be able to understand and eliminate various negative psychological conflicts in time;
- 2) methodical competence - the methodical rational organization of the pedagogical process, the correct determination of the forms of educational or educational activities, the ability to choose methods and tools in accordance with the purpose, the ability to effectively use methods, the successful use of tools;
- 3) information competence - searching for, collecting, sorting, processing necessary, important, necessary, useful information in the information environment and using it purposefully, appropriately, and effectively;
- 4) creative competence - a critical and creative approach to pedagogical activity, the ability to demonstrate one's own creative skills;
- 5) innovative competence - putting forward new ideas on improving the pedagogical process, improving the quality of education, increasing the effectiveness of the educational process, and successfully implementing them into practice;
- 6) communicative competence - the ability to communicate sincerely with all participants of the educational process, including students, to be able to listen to them, to have a positive influence on them.
- 7) personal competence - consistently achieving professional growth, to increase the level of qualification, to demonstrate one's internal capabilities in professional activity.
- 8) technological competence - mastering advanced technologies that enrich professional and pedagogical BKM, being able to use modern tools, techniques and technologies.
- 9) extreme competence - the ability to make rational decisions and move correctly in emergency situations (natural disasters, technological process failure), when pedagogical conflicts arise.

In the work of pedagogues, various aspects and components that allow a wider and more detailed study of competence from a pedagogical point of view have been isolated and studied.

S.E. The following definitions of competence are given by Shishov:

general competence based on knowledge, experience, values and inclinations acquired through study;

the ability to establish a connection between knowledge and situations, to find a suitable solution to a problem (to say that competence is permissible only if it is demonstrated in a situation, unexpressed competence is not competence, but hidden opportunities is also a big deal).

L.M. Dolgova, P.V. According to Simonov and others, competence means being able to act based on acquired knowledge. In contrast to "knowledge, skills and competences" that imply actions similar to patterns, competence refers to the experience of independent activity based on universal knowledge. "Competence is the presence of knowledge and skills in the form of social practice, which is manifested in cases where socio-cultural requirements and requirements are imposed by society on the results of the educational process," L.M. Dolgova.

V.V. According to Bashev, competences are the individual abilities of a person, which are manifested in the ability to transfer this ability to other conditions when the conditions change. Fields of application determine their specificity and accuracy (mathematical, linguistic, political and other competencies). A person who works effectively in the field of social studies should be able to:

- 1) to be able to analyze the situation in which he finds himself;
- 2) being able to communicate with other people;
- 3) ability to make decisions;
- 4) to be able to organize individual and collective actions for the implementation of the adopted decisions;
- 5) ability to acquire new methods of activity.

Thus, competence can be interpreted as ability, readiness, ability, and at the same time, the result of certain actions. In other words, competence is a category of activity, which is manifested in the course of professional, social and other activities of the subject aimed at fulfilling the assigned tasks.

Conclusion: Competence means a certain level of formation of certain skills and professional experiences of an individual, necessary for successful activity in society in general and in the professional field in particular, in interaction with surrounding objects and subjects.

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