

Theoretical and Methodological Bases of Modeling The System of Development of Creative Competence of Students

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Abstract: To successfully solve the problem of developing students' creative competence, it is necessary to clearly reflect the final result of this process. This requires modeling the technology of this process. This article analyzed the theoretical and methodological foundations of modeling this process.

Keywords: competence, creativity, professional activity, students, system.

Introduction

Traditional extreme problems can be reduced to simple problems or to isoperimetric problems of variational calculation. In addition, there are problems such as inequality in the variational calculation, minimization of functionality under conditions specified by differential, integral equations. Although such problems have been known for a long time, by the 20th century, due to the growing demand for their application in practical issues, research intensified, the problem statement was clarified, and experts were offered completely new types of problems.

Also, for the effectiveness of the lesson, it is necessary to determine the necessary methods in advance and simulate the technology of the lesson.

Main Part

The following rules were used as a theoretical and methodological basis for modeling the process under study:

- system-procedural, personality-activity, axiological and reflexive approaches;
- theory of pedagogical design, modeling of problem-developing learning environment;
- theoretical foundations for the creation of didactic and methodological support;
- the concept of continuous mathematical education and the formation of acme personality;
- theoretical and methodological foundations for the development of creative competence.

The model for the development of students' creative competence reflected purposeful, theoretical and methodological, substantive, organizational and effective components (see Fig. 2).

The targeting block plays a leading role for other blocks of the system in the development of students' creative competence. Based on the definition of the content of this block, the educational standard and social order, the regulatory framework in the field of research were determined. The goals and objectives of the model were also clarified [5, 7, 8, 9].

The new edition of the Law of the Republic of Uzbekistan "On Education", the Concept for the Development of the Higher Education System, the State Educational Standard (SES) and Qualification Requirements (CT) are defined as a social order in the development of students' creative competence.

An analysis of state educational standards and qualification requirements in the field of pedagogy showed the need to optimize the content and components of training aimed at developing the creative competence of students in the higher education system [10, 14, 17].

The purposefulness of the system is determined by the achievement of certain results. Determination of the goal is carried out by focusing on a number of questions to which the developed system must answer. To successfully solve the problem of developing students' creative competence, it is necessary to clearly reflect the final result of this process. The goal of the model was defined as increasing the competitiveness of students through the development of their creative competence [4, 6, 11, 12, 13].

In the process of developing the model, it was assumed that the following tasks were solved:

- 1) identification of methodological approaches for the development of a model for the development of students' creative competence;
- 2) determination of the component composition of the model;
- 3) disclosure of the relationship between the constituent parts and elements of the model;
- 4) give a description of the component structure and elements of the model.

The above goals and objectives of the development of students' creative competence are associated with complex methodological approaches [15, 16].

A problem is a question in the description that requires a data-driven solution under certain conditions. The statement of the problem is objective and exists outside the subject (student) [1, 2, 3].

The problematic task can be viewed as a means of creating a problematic situation and give it a formal form. In contrast, the problem situation "primarily describes the state of the subject, methods or conditions of the task that arise in the course of performing such tasks, requiring the acquisition of new knowledge about the subject." Thus, a problematic situation is not only the problem itself, but also existing knowledge and skills, on the one hand, and the proposed assumption; on the other hand, it is a cognitive process that requires the elimination of mutual contradictions.

Conclusion

In the development of students' creative competence, methods of integrating interrupted functions with the help of problem learning technologies are consecrated. It is scientifically substantiated that in lectures it is important to pay attention to the interconnection of logical concepts in the chosen example or task when creating problem situations. Conflict can also arise from the diversity of goals of one side due to the diversity of their goals. For example, a policy-maker usually intends to pursue various goals that take into account many factors, such as increasing production and income, and reducing environmental inconveniences. At the same time, conflicts arise in situations such as "games with nature", which arise as a result of the action of random forces. Such examples can be found in biology, sociology, psychology, political science, and military affairs. And finally, the usual game of chess, card games and sports are examples of this.

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