

# THE PURPOSE AND ROLE OF DEVELOPING CREATIVE COMPETENCE IN STUDENTS IN PRACTICE

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**Abstract.** *The article examines the importance of controlling the creative competence of students and how to apply it to the educational process. The article highlights the role of creativity in new pedagogical activities, innovative teaching methods and practical exercises for students. The development and implementation of new ideas continues. It is emphasized. Innovative educational technologies for the development of creative competence are also reflected in ensuring close cooperation between teachers and students.*

**Keywords:** *social mobility, human needs, vertical occupational turnover, dynamics.*

## INTRODUCTION

As a result of scientific and technological progress, the labor process, its form and content, and social characteristics change, new production sectors and technologies appear. As a result, various changes have occurred in professions. Even modern professions have been formed that require completely new professional qualities and high qualifications from a person. In such cases, specialists who have not undergone professional training cannot meet labor requirements. Of course, changes in a person's labor activity and profession are inextricably linked with changes in production, and changes in production are inextricably linked with changes in society, or rather, social changes. Because changes in the amount of material resources necessary for production have a specific impact on human needs. An increase in the means and opportunities to satisfy material and spiritual needs leads to social changes.

There are two types of social mobility. The first is closed mobility, which represents the transition of elements of social class from one social group to another. The second is vertical mobility, which represents the transition of a person from one social stratum to another, that is, the rise or fall of his social status depending on his profession. Due to social mobility, new sources of labor resources are created. The ability of a person to quickly master and adapt to new professions other than his own in the labor market is the mobility of the labor force. Due to the mobility of the labor force, new specialists enter the labor market and a competitive field is formed. It is here that the mobility of the labor force is manifested. The variability of the labor force is observed depending on the production sectors, professions, area of qualification and geographical environment. Modern production cannot develop without professional mobility and, in particular, without the variability of the labor force. Today, technology is developing very rapidly. Workers must be well versed in technology in order to change their professions.

## PURPOSE

As a result of scientific and technological progress, structural changes occur in production. As a result, unemployment is increasing. Occupational turnover of workers leads to a decrease in unemployment. Occupational turnover refers to the potential opportunity for a worker to change his role in production, profession, specialty, or type of training. There are two types of occupational

turnover - vertical and closed occupational turnover. Vertical occupational turnover is the process of improving the skills of an employee, due to which his economic position in the profession increases due to his qualifications and skills. Changes in technology and production conditions, of course, not always, but in most cases require new skills from those directly involved in the labor process. According to some reports, in the early days of automation and rapid technological change, American machine-building enterprises were forced to retrain seventy percent of workers and employees. Closed occupational mobility is the ability and ability of a worker to quickly change his profession to another with minimal cost.

Currently, a worker must master three or four specialties during his life. Each time the level of his profession is required to be higher than the previous one. In our opinion, this process also applies to professions that are considered “eternal” (medicine and teaching). Scientific and technological progress also affects the content of teachers’ work. Even a person who has been proud of his profession for 15-20 years can be considered an unskilled worker, depending on the circumstances. The transition of an employee from one industry to another or a change of profession, that is, a closed professional turnover, has its own socio-political aspects. In previous periods, it was believed that the professional knowledge and experience of workers were sufficient for their entire lives. However, in the conditions of scientific and technological progress, the frequency of changing specialties is increasing sharply, and in many cases this frequency does not coincide with the period of his labor activity. Currently, the “life” of some specialties is within the framework of the operating life of the technological order (system). Therefore, predicting such a change in the technological order makes it possible to see the dynamics of changes in all sectors of the economic system in a timely manner.

Professional change is intensified during periods of institutional changes. However, for a number of socio-political reasons, it may not always lead to positive results. Therefore, it is important to study the issue of professional change and assess its impact on the consciousness and social status of young people, who are the future labor resources. The concept of closed professional change implies an increase in the qualifications and well-being of an employee, as well as his constant material and psychological readiness to change the type of activity and place of professional training in cases of forced types of professional change (dismissal, reduction of jobs, loss of professions). In the process of a market economy, it is important for a specialist to adapt to the conditions of closed professional change and be able to meet its requirements. In this case, the worker rationally uses all opportunities to change his profession without difficulty and increase his income. Of course, "How should educational work be organized in secondary specialized educational institutions and how should the problem of personnel training be solved in the context of professional changes?"

### **MATERIALS AND METHODS**

In solving problems related to professional exchange, it is of great importance to establish continuous vocational education and social cooperation, to approach personnel training and retraining from a modern perspective. In order to meet the needs of the population for professional exchange, it is advisable to organize an “open faculty” and its departments (correspondence, external education, distance learning, vocational training and retraining, special courses) in educational institutions. Therefore, educational institutions need to develop social cooperation in several areas. For example:

- training specialists in specialties and specialties relevant to the temporarily unemployed part of the population, taking into account the requirements of the labor market in the regions and the orders of the employment service sectors;

- training and retraining of specialists on specific grounds based on contracts concluded with various organizations in the regions;

- individual training of citizens for professions that are in demand today;

- training a worker or employee, usually a citizen who does not work in his "previous" specialty, for a second profession on the basis of short courses on the basis of secondary specialized higher or incomplete higher education;

- improving the skills of teachers, engineering teachers of secondary specialized technological educational institutions and increasing the effectiveness of their retraining;

- training adults who do not have access to education in terms of social indicators.

In addition, the introduction of distance learning in educational institutions (especially in pedagogical technological education) makes it possible to attract socially vulnerable groups of the population, for example, children with disabilities or people with disabilities, to work and study. The Ministry of Health, the Ministry of Labor and Social Protection of the Population and its territorial departments can participate in this as social partners.

The prospects for the development of technological educational institutions of various levels depend precisely on the integration of education with educational institutions of various levels, as well as with other organizations in the regions. In addition, the social cooperation system allows for the satisfaction of the educational needs of the population, their integration into the educational environment of the technological institution, ensuring the consistency of the curriculum and program, and the most effective use of educational and production, as well as scientific and pedagogical opportunities.

Continuous education, that is, the constant increase and complexity of knowledge, also requires professional change. This indicates that sufficient attention should be paid to the social significance of education. Because only through education can the problem of professional change be solved. Otherwise, the number of unemployed may increase and the standard of living of the population may decrease. This must be prevented. To solve the problem of professional change, it is necessary, first of all, to introduce the concept of professional change into textbooks and manuals, methodological literature, interpret it from a social and pedagogical point of view, develop recommendations on professional change, adopt official documents, establish a regular exchange of information about vacancies, and carry out a number of other works. Of course, professional education determines the ability of the employee to adapt to modern production changes.

## **DISCUSSION AND RESULTS**

Based on the results of studying the experience of social cooperation in the field of education of foreign countries from a scientific pedagogical point of view and studying the practice of developing social cooperation in the regions of our republic, we believe that it is necessary to carry out the following important work in the system of social cooperation management:

1. Develop the content of education and state educational standards taking into account the requirements of the time, establish broad cooperation between employers and educational institutions in the admission of students and assessment of the qualifications of graduates.

2. Develop a mechanism for cooperation between employers, trade unions, chambers of entrepreneurs and businessmen in the regions, social insurance networks, public organizations,

educational institutions, parents, scientific research institutes in the field of education, organizations of the disabled, and various ministries in order to consistently establish social cooperation in the field of education.

3. Create a system for assessing the quality of technological education, independent of education management organizations, with the participation of social partners, employers, and the Ministry of Labor and Social Protection of the Population, and through it conduct control and analytical work to assess the implementation of state educational standards and other regulatory documents in the educational process. However, the fact is that the formation of a mechanism for social cooperation is a very complex process. It is inextricably linked with the educational policy, socio-economic structure of the state, and always requires a creative approach.

The task of social cooperation in the technological education system is mainly to establish good cooperation in the field of education, study supply and demand, and increase responsibility for training qualified personnel. Social cooperation in the field of education paves the way for social harmony in society. Such harmony is an important factor in the economic, social, and intellectual development of society. When establishing social cooperation in the technological education system, the following should be taken into account:

- study of labor market prospects for professions, based on the forecast of their impact on the economic development of the relevant regions;
- qualification requirements for professions (basic knowledge, skills and qualifications, i.e. basic professional qualifications, additional professional qualifications, requirements specific to regions and areas);
- modern material and technical support of the educational process (modern equipment, products, new technologies and production methods);
- vocational training focused on the "sample" of a specialist, the formation of a creative personality capable of self-improvement, capable of demonstrating their abilities in market conditions;
- assessment of the quality of education using new methods not related to education with the participation of employers;
- finding a completely modern approach to the employment of graduates of secondary specialized technological educational institutions.

### **CONCLUSION**

Of course, curricula and programs are constantly updated and changed based on supply and demand, the needs of employers and other social partners. This requires regular improvement of the skills of education specialists and engineering teachers. One of the main goals of social cooperation is the regular improvement of the professional skills of teachers.

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