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DEVELOPMENT OF INNOVATIVE THINKING SKILLS IN HIGHER EDUCATION STUDENTS

Abstract: The article examines the role and place of modern interactive methods in the development of creative thinking of students, increasing requirements for the use of interactive methods, innovative technologies, pedagogical and information technologies in the educational process. The organization of the stages of the didactic process in a certain sequence describes the organization of the educational activities of students using the selected teaching methods in accordance with the tasks set for the topic.

Key words: creative thinking, humane communication, active interaction, interactive method, educational goal, independent thinking, science, technology, technology.

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Introduction

Today the education of young people in our society is one of the most pressing problems. Almost all of the tasks set in principle create new requirements, and when solving them, it is not enough for society to act only on the basis of existing experience. "Another of the most important and enormous tasks facing us today is to educate a new generation that will replace us with their ideas, worldview, modern knowledge and thinking. [one] "

One of the main issues in the field of education is the development of creative thinking in students - one of the criteria for their development into full-fledged human beings. In addition, the formation of creative thinking in students is one of the important factors in their development into devoted, independent and creative thinkers, moral, conscientious and strong-willed people.

The main part

The national training model, developed, recognized and implemented in our country by the First President I.A. Karimov, makes it possible to train creative and competitive specialists as an integral unit

of the individual, state and society, continuous education, science and industry [1].

Today, interest in the use of interactive methods, innovative technologies, pedagogical and information technologies in the educational process in the educational process is growing day by day. One of the reasons for this is that while traditional education has so far been focused only on obtaining ready-made knowledge by students, modern technologies allow them to find, independently study and analyze the knowledge gained and even draw conclusions. to produce them ourselves [3].

Innovative technologies are a pedagogical process, as well as innovations and changes in the activities of teachers and students, the full use of interactive methods in its implementation. Interactive methods are a community, that is, they are methods of pedagogical influence and are an integral part of the educational content. Their peculiarity is that they are realized only through the joint work of teachers and students. [5].

The choice of technology to achieve the desired result remains with the teacher, depending on the amount of knowledge of the students, the nature of the group and the current situation.

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The construction of the stages of the didactic process in a certain sequence means the organization of the educational activities of students using the selected teaching methods in accordance with the tasks set for the topic. When considering their effectiveness, it is important to see how the school achieves the goal set by the society through the interaction of teacher and student, which can regulate and guide the learning process. Or teaching methods is a concept that is directly related to a specific practice [4].

Interactive learning allows you to solve several problems at once. The main thing is to develop students' communication skills, help establish emotional connections between students, teach them to work in a team, listen to the opinions of their peers, and complete educational assignments.

An innovative approach involves not only the creation of a new creative product, but also effective thinking and its development during its implementation. Each student who sets a goal and looks for ways to achieve it is based to some extent on their own worldview, thinking, imagination and understanding, as well as on needs that represent personal or social interests. At the same time, his goals, desires, aspirations, interests and needs are revealed, and, most importantly, these tools are considered important factors in the development of innovative thinking skills. It is based on the integration of education with science and production in the development and improvement of students' innovative thinking skills. Involving them in real innovative thinking (in the process of writing master classes, seminars, conferences, open laboratories, term papers and theses) brings educational activities as close as possible to the future career direction, which leads to their adaptation throughout their careers. In the educational process, which is carried out directly in higher education, it is important to focus on the integrated use of new innovative educational technologies.

Let us consider which educational technologies are most effective for the formation of such competencies. Educational technologies are understood as reproducible methods of organizing the educational process that allow achieve diagnostically set goals. Explanatory and illustrative teaching is considered a traditional educational technology, and those technologies that have been developed and become actively applied in the education system since the middle of the 20th century, are usually referred to as innovative (although their novelty is relative: for example, the origins of problem learning technology are still in the dialogues of Socrates with his students). Many innovative educational technologies over the decades of their existence have proven their effectiveness and acquired a certain flexibility, Bulletin of the FGOU VPO MGAU No. 4 / 1'2012 27

General problems of vocational education having managed to adapt to changing socio-economic conditions.

As one of the most effective directions of development of innovative thinking of students can be modeling educational and professional activities based on the technology of contextual learning [3]. This technology provides, first of all, a solution to the problems of full-fledged professional training a competent specialist. It is integrative in nature and can include elements of a wide variety of educational technologies, for example, problem learning, project learning, modular learning, etc.

A specific feature of the technology contextual learning is a professional-activity orientation, which provide the following factors:

- orientation of the training material to the solution tasks of professional training of a specialist;
- the complex nature of profiling, covering all links of the course with the relevant disciplines, coursework and diploma design and other types of research activities of students;
- preferential solution on practical and laboratory and practical classes of applied problems that are necessary for the student to master the chosen profession;
- orientation towards mastering a profession by a student according to an optimal individual program, taking into account his cognitive characteristics, motives, inclinations and other personal qualities;
- focus on the development of a specialist's creative personality, capable of independent professional activity;
- creation of conditions for the professional and personal self-determination of the student: development of professional and value orientations, the formation of a professional position, the formation of needs and readiness to professional and personal self-improvement.

The main purpose of using this technology in an agricultural engineering university is to provide conditions for the professional development of the personality of a modern, competitive, competent specialist, ready for a full-fledged professional activity in the field of agricultural production. Within technology contextual learning, the content of a student's educational activity is selected not only in the logic of science, but also through the model of a specialist - in the logic of future professional activity, which gives integrity, systemic organization.

The role of creativity in human life can hardly be overestimated. In addition to the practical benefit to mankind from the innovations that appear as a result of the creative process, it is important to emphasize the axiological significance of creativity: its main value is that it is a necessary condition for the self-actualization of the individual in his professional activity. According to the humanistic theory of personality (A. Maslow), self-actualization is

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understood as a person's realization of his potential, the use of his talents and abilities, the desire to achieve the peak of his capabilities [2]. The ability to carry out creative activity is called creativity, which includes flexibility, fluency, originality of thinking, the ability to "see" a problem, to develop a hypothesis, etc. Creativity is inherent in each person to varying degrees, and, as you know, creativity is not formed, but released. Therefore, one of the most important priorities of university didactics in modern conditions is precisely the release of students' creative abilities.

An important step in the modernization of the vocational education system was the introduction of a competence approach, according to which professional competence is an integral characteristic of a graduate, and the structure is distinguished by a number of competences - general cultural and professional. Under the competence not only the totality of knowledge and skills is understood, but also the experience of a person, her value orientations, positions, responsibility and readiness to realize her professional potential in practice, i.e., competencies include not only cognitive and operational and technological components, but also motivational, ethical, social, behavioral aspects. In the Federal State Educational Standards higher professional education, including number in the direction of training "Agroengineering", requirements for the results of the development of basic educational programs are presented in the form of a set of competencies, many of which require developed innovative thinking

(although this relevant mostly for masters, but so no less, the preparation of bachelors requires the ability and willingness to solve professional.

The pedagogical process takes place in the pedagogical system. The pedagogical system consists of several components (student, teacher, student, goal, results, learning content, teaching aids, methods, techniques and technologies of the educational process). The relationship between the formation and development of innovative thinking skills among students is mainly carried out in the educational process. The effectiveness of this process is determined by the reliance on the sound system. Because through a systematic, planned, targeted, organizational and integrative approach, students develop and improve the ability to think innovatively. As a result of this process, the possibilities for the implementation of the assigned tasks will be expanded. [6].

Conclusion

In conclusion, it can be noted that the use of interactive methods in the educational process is the formation of creative thinking in students, the achievement of the unity of teaching and upbringing, the development of students' interest and responsibility for the educational process, and an increase in cognitive ability. activities. Formation of the need for education and further increase the effectiveness of moral education.

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