

**DEVELOPMENT OF STUDENTS USING TECHNOLOGICAL TOOLS TO  
ADVANCE CREATIVE PROFESSIONAL ACTIVITIES**

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**Abstract**

The article discusses the idea of using educational technologies to encourage students to creative independent activity, develop independent work creativity, cognitive activity, and a system of thinking that is important for the successful solution of life and professional tasks, making it possible to interact with other specialists.

**Keywords**

developmental technologies, creative independent activity, magic, cognitive activity, professional specialist, professional duty, Third Renaissance road warrior, high intellectual, spiritual authority.

“...Education and upbringing, science, health care, culture and art, the development of the species, ensuring that our children have deep knowledge, master foreign languages and modern information and communication technologies will remain our constant priority task...”

[1]

To increase the effectiveness of education, ensure that the individual is at the center of learning and that students learn independently, in addition to solid knowledge, teachers are needed who are familiar with modern editorial technologies and interactive methods, and who know the rules for using them in organizing educational and educational activities. To this end, it is necessary to equip all subject teachers with modern editorial technologies and interactive methods and continuously improve their skills in applying the acquired knowledge in educational and educational activities.

The organization of this educational activity is associated with a number of complex problems.

Let's dwell on some of them. The first is the lack of clear methods for accustoming students to active work skills, identifying their real time resources and their effective use, and coordinating students' academic and scientific activities throughout the entire educational process of a higher education institution.

It seems that in the educational process, there was not enough differentiation of the description of independent work depending on the specifics and specialization of the subject. In addition, there was no purposeful practical task of the subject being studied separately.

The use of educational technologies, which can organize students' creative independent activities, help them choose their own professions, and the training of teachers is given little attention. This is not all the problems of a modern higher education institution in organizing students' creative independent activities. One of the most important aspects of active work is the development of independent work creativity, cognitive activity, and systematic thinking, which is important for the successful solution of life and professional tasks, where conflicts between specialists are possible.

Here we see how right the thoughts of our Resident are: “...**We have set ourselves the great goal of building the Ushin Renaissance Road in our country, and for this we need to create the environment and conditions that would have nurtured the great Khorezms, Berunis, Ibn Sina, Ulugbeks, Navoi and Baburs.** In this, first of all, the development of

education and upbringing, the promotion of a healthy lifestyle Decision-making, the development of science and innovation must serve as the main pillars of our national vision.

To this end, it is essential for all of us to set great goals for our children, create opportunities for them to achieve them, and provide them with all-round assistance. Only then will our children become a great and powerful force that will fulfill the centuries-old dreams and hopes of our people.[ 3 ]

In the future, the active activity of students will play a key role in the process of educating specialists. It should be emphasized that for a long time the problem of active activity was solved in schools in accordance with the educational process. In educational institutions, the problem was solved in accordance with the educational process.

In expressing the essence of developmental education, we proceed from the fact that the qualities of a person - intelligence, will and emotions - are socially interconnected and individually expressed. This means that this characteristic of a person, namely creative independence, is formed in the process of education and upbringing. The current state of mathematics research allows us to emphasize the most practical components of creative independence: motivational, content-actional, and volitional. All components are interconnected and interconnected, and in the real learning process they cannot be separated. The study of the listed components can be carried out in a conditional manner in order to more deeply study the essence of the concept of being.

The second component of developmental activity is considered to be content-action. It involves students in acquiring knowledge and ways of acquiring knowledge. A strong desire to acquire knowledge and the acquisition of the sound of activity are possible only if the student has the skills to independently develop them, and has a clear system of knowledge.

The leading knowledge is that which is fundamental to the acquisition of sound knowledge and is considered the basis of the science itself.

Acquiring knowledge is not just about understanding and memorizing, but also about applying it to solve practical tasks, transforming knowledge and action into action.

The main part of the structure of the content of the activity is the ways of acquiring knowledge: mental, general and special organizational parts. Mental ways include such thinking activities as comparison, comparison, analysis and generalization.

Students' independence in learning activities is associated with the formation of academic work skills. The last general skill includes the following: the ability to plan independent work, organize it economically, exercise independent control, and work at a set pace.

student learns to overcome difficulties in the process of acquiring knowledge, as well as in the process of applying it, it is possible to form creative independence in students. The volitional process is inextricably linked with activity, "the beginning of will, like the first desire of a person to act, comes from need." It follows from this that the motivational and substantive-action components of independent activity are strongly connected with volitional processes.

Considering the task of teaching in organizing active activities, it is impossible to formulate without taking into account the needs of students in organizing their independent work. In this regard, the question arises, to what extent are students themselves satisfied with their personal independent work. Recent studies show that every third student is dissatisfied with the organization of independent work, its results, its close relationship with teaching, and with supervision.

students' active activities, they indicate that they provide them with opportunities for creative self-expression; the opportunity to test themselves as self-educators; the

opportunity to get to know each other as additional knowledge; the development of a culture of thinking; a deeper assimilation of the material; the development of individual qualities of the person. Thus, they emphasize the positive aspects of independent work from the point of view of the educational task of students, as well as its intellectual development, and from the point of view of motivating the individual to self-activity and educational satisfaction.

At the same time, there are also difficulties that students encounter in the process of active activity. Among them, the following are the most common: the lack of independent work skills; the lack of skills to link theoretical knowledge with practice. This indicates that the problem of organizing independent work is serious. In order to change this situation, it is important to narrow the goals and content of independent work, which in turn leads to a change in students' motivation. In this case, the main directions of active activity, namely: from the current exam point of view, change to the real acquisition of a specific profession, and therefore a material life situation. In this case, the general strategy of the educational process also changes. Currently, most of the students' study time is spent in the classroom. Their volume is large, and students do not have the opportunity to engage in regular and responsible activities based on their physical capabilities and real time budget.

However, in the conditions of accelerating the modern educational process, it is not possible to achieve this only by using traditional means; in this case, only active teaching methods, including educational and methodological combinations, are widely supported and recognized, including interactive games. Supporting them, challenging intellectual difficulties, instilling a desire for knowledge, and creating conditions for independent and active assimilation of new knowledge allow students to organize their creative and independent work by giving them tasks in a cognitive-research nature.

It should be emphasized that the use of active teaching methods changes the monotony of the traditional educational process, re-enforces the student's understanding of what was said in the lecture, and does not allow him to actively work independently. As a result, students are unable to learn theory and apply knowledge in practice.

“...We are all united around the common goal of **“Free and prosperous Uzbekistan!”**, and with a deep sense of responsibility and accountability, we will work selflessly and, God willing, achieve our dreams and goals.[ 3 ]

ABOVE tasks, developmental education has a special place in practical education. Developmental education, considered as an important task of continuing education at the state level, is one of the ways to solve the problems of the progressive development of our society.

As our resident emphasized: “...We will mobilize all the forces and opportunities of our state and society so that our young people can develop and become happy individuals with independent thinking, high intellectual and spiritual potential, who are on a par with their peers in any field in the world...” [2]

Currently, teachers and researchers are faced with the task of developing such an educational system within the framework of organizing independent work, that is, instilling in students an interest in the independent search for knowledge, the independent development of non-standard tasks, which allows them to form the qualities of independence and responsibility. These tasks can be solved by choosing perfectly developed teaching methods, in which students enter a learning situation, strive for active activity, experience a state of success, and motivate their behavior accordingly. In our opinion, active teaching methods, including game technologies, meet all these requirements to a certain extent.

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