

Modernization of Creative Competence of Students in Medical Higher Educational Institutions

Kadirova Munira Rasulovna and Ergasheva Shahlo Pulatovna

Abstract--- *This article was written with the aim of theoretically substantiate, develop and, in the course of experimental research, test the methodology for modernizing the creativity of students in medical higher educational institutions. The following tasks are solved in the article as: to clarify the main aspects and components of students' creative activity based on a comparison of the concepts of creativity and creativity, modernization of the classification of creative abilities for teaching students; to determine the motivation, nature, structure, characteristics and pedagogical conditions of increasing the creative activity of students in the process of teaching English in a medical university; to determine the system of levels, content and factors of students' creative activity, improving the methodology with the criteria selected in the study of the English language; to evaluate the effectiveness of the application of the model for enhancing and modernizing the creative activities of students in the process of teaching English in medical schools. Based on the problem, a training methodology was developed, didactic foundations were determined and conclusions were drawn.*

Keywords--- *Creative Abilities, Creative Competence, Creativity, Integrative Qualities, Creative Activity, Creative Technologies.*

I. INTRODUCTION

In the world, the fundamental reform of the educational system highlights the problems of realizing students' creative abilities, developing integrative qualities and creative activity of an individual adapted to new socio-economic conditions. Organizations such as UNESCO, UNICEF, the Association of European Universities, the European Network for the Quality Assurance of Higher Education are engaged in the formation of intellectual activity of students, assessing their training. This is of great importance for the development of the personality in general trends, modernity and the formation of personal qualities of the young generation, it serves to increase the creative abilities of students in connection with modern problems of education.

In reforming the educational system of our republic, bringing into line with curricula based on international experience that meet the requirements of international standards is the basis for improving the system of higher pedagogical education. In Uzbekistan, a radical reform of the education system, taking into account the national mentality, traditions and customs, is a requirement of the time. In this regard, in the Strategy of Action in five areas of development of the Republic of Uzbekistan in 2017-2021, the main tasks are defined as "...improving the quality and efficiency of higher educational institutions through the introduction of international standards of teaching and assessing the quality of teaching, stimulating research and innovative activities, the creation of effective mechanisms

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for introducing scientific and innovative achievements into practice ...”, improving the quality of training, creating new the necessary conditions for the training of highly qualified personnel on the basis of international standards, the establishment by each higher educational institution of close cooperation with the leading scientific and educational centers of the world and the development of creative abilities of students, the effective use of interactive methods in working with the youth audience, raising and radically improving the quality level of higher education.

In the world, research is being carried out in the following priority areas of teaching students of medical higher educational institutions a foreign language: improving pedagogical mechanisms for teaching students foreign languages on the basis of the CEFR pan-European requirements; strengthening the content of education, educational technologies, objectivity of control; development of mutual cooperation of students in the field of education, spirituality and science; organization of classroom and extracurricular independent education.

II. METHODOLOGY

The purpose of the study is to develop pedagogical mechanisms for the modernization of the creative activity of students of medical higher educational institutions.

Research Objectives

To clarify the main aspects and components of students' creative activity on the basis of a comparison of the concepts of creativity and creativity, modernization of the classification of creative abilities for teaching students;

To determine the motivation, nature, structure, characteristics and pedagogical conditions of increasing the creative activity of students in the process of teaching English in a medical university;

To determine the system of levels, content and factors of students' creative activity, improving the methodology with the criteria selected in the study of the English language;

To evaluate the effectiveness of the application of the model for enhancing and modernizing the creative activities of students in the process of teaching English in medical schools.

Object of research: is the process of increasing the creativity of students in medical higher educational institutions.

The subject of the study is the forms, methods and means of modernizing the creativity of students in the study of English in medical higher educational institutions.

Research Methods. To achieve the goal and solve problems in the research process, methods of observation, analysis and generalization of materials on the development of creative activity of future doctors were applied; sociological research, collective and individual conversations, surveys (written and oral), questionnaires; pedagogical experiment, expert assessment; mathematical-statistical analysis of the results of the experiment.

The scientific novelty of the study is as follows:

improved through the use of a complex of communicative, creative activity, creative components of teaching English to students of medical higher educational institutions, self-esteem, individual development training, auto-psychological training;

Improved the quality of teaching English in medical higher educational institutions based on the optimization of innovative and creative components of educational and cognitive activities;

Based on the factor analysis of cognitive, organizational and activity, motivational criteria and concretization of professional skills, practical professional knowledge, the model of the development of the creative activity of students of medical higher educational institutions has been improved;

Recommendations were developed on improving pedagogical opportunities for the development of students' creative activity in professional areas on the basis of increasing the level of knowledge of the English language.

The practical results of the study are as follows:

Developed programs, educational and methodological complexes for the study of the English language and the development of creative activity of students in medical higher educational institutions;

Created teaching aids for a creative approach to students' activities, test and control tasks, didactic material in the English language;

Developed business games on the topic "Our traveling", assignments, design method, discussions, case studies "Control tasks" (lesson plan, structure, recommendations for implementation).

The reliability of the research results is justified by obtaining the approaches and methods used in the work, techniques and theoretical information from official sources, the validity of the results of the experimental work based on empirical studies and the effectiveness of the experimental work by methods of mathematical statistics, the implementation of conclusions and recommendations in practice, confirmation of the results by authorized bodies.

Scientific and practical significance of the research results. The scientific significance of the research results by improving the methodological approaches "English for medical purpose", "English for information technology" and pedagogical conditions that serve the development of students' creative abilities in teaching English in medical higher educational institutions.

The practical significance of the study is explained by the fact that the results of the work made it possible to raise the quality of students' creative activity in teaching English in the medical fields of higher educational institutions of the republic to a new level of development; the possibility of using scientific and practical recommendations developed in the framework of the study in the process of teaching English in medical higher educational institutions.

III. LITERATURE SURVEY

In the scientific works of a number of scientists and teachers of our republic, in particular, R.Kh. Zhuraev [6], D.I. Ruziev [16, 17], N. Rustamova [14, 15] highlighted the peculiar aspects of the development of students' creative abilities in the formation of innovative professional training of future specialists, ways and forms, available pedagogical conditions, didactic support for the development of creative activity, creative thinking, as well as the content of pedagogical creativity.

N. R. Rustamova says: “In this case, the pedagogical technology is not limited to a set of certain teaching aids and ways of working with them, but includes mastering various methods of organizing educational activities with a practical focus on the realization of the artistic and creative potential of adolescents.”[14].

The issues of increasing students' creative activity through information and communication technologies, creating a free educational environment are considered in the studies of such scientists as A. Abdukadyrov [10], N. A. Azikhodzhaeva [3], U.S. Begimkulov [5], D.Makhmudova [10], U.K. Tolipov [19].

Scientists of Uzbekistan D. Dzhalalov [22], S. Shirmatov [18] and others studied the issues of teaching foreign languages in higher education.

In the studies of foreign scientists E. Torrance [20], J. Gilford [7], R. Kegan [8] and CIS countries M. Andryunina [2], E. Babaskina [4], G. Kitajgorodskaja [9], K. K. Rogers [13], O.M. Novikova [12], E. Voronova studied the problems of the formation of creative activity of future specialists and personality-oriented free education and the development of the theory and methodology of teaching foreign languages.

Scientific observations and analyzes show that the problem of increasing the creative activity of students in teaching English in medical universities has not been studied monographically.

IV. THEORY AND DISCUSSION

The analysis of modern psychological and pedagogical literature, research allows us to determine various interpretations of the concept of “creative potential of the person”, such as a) “a high degree of development of thinking, its flexibility, not stereotypical and originality, but the ability to quickly change methods, actions in accordance with new conditions of activity ” [6]; b) “opportunities and abilities that are subjective conditions for successful innovative implementation of their activities and behavior” [10, 14, 15].

Thus, creative activity is, first of all, the independence of students, i.e. Here, not only the features of mental activity (novelty of thought, intuition) are important, but also the features of the internal incentive to creativity (interest, impulse, dedication, will, purposefulness, joy of creation, inspiration, etc.).

The decisive successes in the study of creative activity are associated with the main aspects of the development of pedagogical science: 1) overcoming the idealistic views on creativity as a result of the rapid development of science; 2) awareness of the fact that creative activity is qualitatively different from all other types of activity; 3) understanding the enormous social significance of creative activity.

In most scientific concepts, giftedness and the prerequisites for its development are associated with creative capabilities and abilities, defined as creativity (Cold M., Kashapov M., Rogers K.).

Creativity can be manifested in thinking, communication, individual types of activity, manifested in the ability to see vague contradictions and formulate them in an extremely acute form. The following main areas of creativity are distinguished: creativity as a product; process; ability; as a personality trait as a whole.

Based on the theoretical understanding and generalization of the materials discussed on the problem of creative activity, the following components of the student's personality's creative abilities in the process of learning the English language were identified: a) motivational-creative activity and personality orientation; b) the intellectual and logical abilities of the personality; c) intellectual-heuristic, intuitive abilities of a person; d) communicative and creative abilities of the personality, etc.

In forming the criteria for assessing the effectiveness of educational processes, the following were taken into account: intellectual competence; intellectual initiative; intellectual creativity; intellectual self-regulation.

We have supplemented and implemented the levels of creative self-development of students: 1) passive - the student is not able to believe in his own abilities, while he is not able and does not even want to perform certain creative tasks; 2) weak - the student doubts his own abilities, he is able to perform creative tasks only under the guidance of a teacher, while realizing them only in a reproductive way; 3) the middle - the student needs additional incentives when performing creative tasks, and when implementing the plan includes elements of the new. An important point is that the student prefers to work in a micro group, not striving for individual creative activity; 4) high — the student believes in his own strengths and abilities, sometimes overstating their self-esteem.

During the study, the most typical types of students' creative development were described: passive-familiarization (interest and internal need for creative activity); reproductive and creative (a combination of students' desire for cognitive activity and the reproductive nature of his creative activity); partially creative (the student's activity requires systematic promptings, and the nature of his creative activity is searchable); self-creative (with the spontaneous activity of the student, his cognitive activity is creative).

The main indicators characterizing the features of the development of the creative potential of students in the process of learning a foreign language: a) the value of developing oneself is the preservation of one's own personality, it is necessary to have a high spiritual level and material position, to observe creativity and an active social position; b) value in training and education; the presence of family and social life; enthusiasm for the profession, with individual creative features; c) creativity of a person - value-motivational orientation, flexibility in communication and behavior; d) figurative creativity - a manifestation of flexibility, originality and development of images of creativity; e) the ability to active creative activity with a manifestation of curiosity and resourcefulness.

Throughout the history of the pedagogical school, attempts to introduce psychologically oriented methodological models based on international pedagogical experience and using the original developments of Russian researchers into practice have not stopped. The study identified the following methodological models: 1) a free model (lack of rigid pedagogical influences); 2) personality model (high level of learning complexity); 3) a developing model (restructuring the student's educational activity); 4) activating model (increasing a certain level of student cognitive activity); 5) formative model (targeted management of the process of mastering competencies).

One of the psychological and pedagogical features of teaching a foreign language is activity. Activity is manifested in the creative activity of a person, his volitional abilities and in simple communication. The main components of students' creative activity are as follows: a) needs, interests, desire for creative activity; b) readiness for

transformative activity; c) transformative attitude to the studied subjects, objects and phenomena; d) heuristic potential; e) the transformative activity itself.

We define the student's creative activity as an integrative personality trait that includes a combination of two components (at least): 1) students' desire for active creative activity (is a motivational component); 2) the ability to carry out their creative activities (is an operational component). It should be noted that there are factors in the development of creative activity among students in the process of learning a foreign language, which was divided by us into three main groups: 1) inside the university; 2) features of environmental factors; 3) personal qualities of students.

The following pedagogical conditions that contribute to the development of external motivation are the most significant when teaching a foreign language at a medical university: the formation of a success situation, the formation of self-confidence among students; mandatory control of knowledge; "Authoritarian requirements", which means the establishment of clear terms by the teacher, which are provided to students for the performance of a task, which leads to the development of students' personal responsibility, etc.

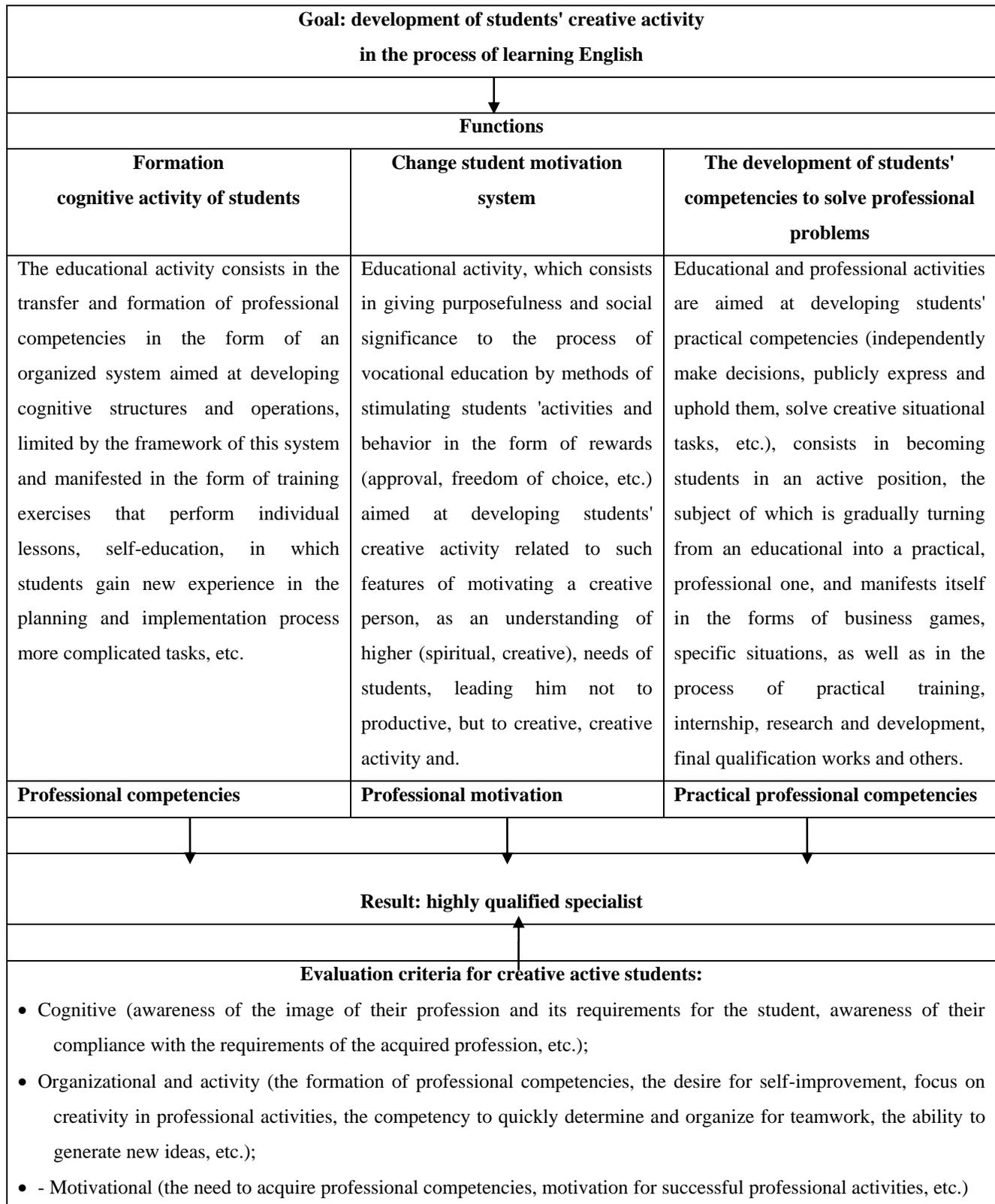
The study identified the mandatory characteristics of the methodological content of the lesson in the English language: 1) in the process of developing speech competence, it is necessary to constantly vary the speech situations associated with the speech-cognitive activity of students; 2) the speech material must be memorized by students involuntarily, i.e. in the process of performing speech-cognitive tasks; 3) the repetition of speech material should be due to its constant inclusion in the topic of the lesson; 4) exercises should ensure the complete combination and paraphrasing of speech material, etc. Foreign language culture as the goal of training includes four mandatory aspects: a) the educational aspect (the social content of the goal); b) the cognitive aspect (linguistic and regional content of the goal); c) educational aspect (pedagogical content of the goal); d) the developing aspect (the psychological content of the goal).

Particular attention was paid to the organization of students' independent work, contributing to the development of both the necessary creative activity and the ability to independently determine the goals of learning, choose and rationally use the means and methods of learning, as well as independently monitor the course of educational activity and evaluate its results.

Thus, the development of students' creative activity in English classes at medical universities should be understood as the purposeful realization of the student's individuality in the process of mastering the creative component of foreign language speech activity, pedagogical communication and future pedagogical activity on the basis of a whole range of favorable pedagogical conditions and effective didactic technologies.

Based on this, a model for the development of students' creative activity in the process of learning English in medical universities was developed and introduced (table I):

Table I: A model for the development of students' creative activity in the process of studying English in medical universities



In the process of studying English, the transfer of a student from the object of pedagogical influence to the subject when the realization of his creative capabilities is expected in future professional activity, in which he could show independence, initiative and creativity, becomes relevant during the period of study at the university.

The technology for the formation of students' creative activity in the process of learning English is a sequential process consisting of the following steps: 1) the formation of information and communication competence. At the same time, the cognitive, substantive and operational component of professional competence is developed, related to the content of the courses being studied; 2) approbation (in didactic games, tests, training) of students of their professional capabilities; 3) further acquisition of experience; 4) mastering the creative aspects of professional competence; design; experiment; 5) summing up the results of vocational training (defense of final qualification work and passing the state certification exam). The structure of the communicative and educational environment is a combination of a) conditions and functions in the process of learning English; b) the form of organization of activity; c) the interaction of educational and industrial institutions.

Modern pedagogical technologies for teaching English are an indispensable condition for the development of the creative activity of students of a non-linguistic university, aimed at forming the personality of a university graduate as a professional and forming his ability to scientific and technical activity; to update the content of the educational process.

Among the innovative technologies, the most promising are: "case technology" (training based on specific learning situations); reflection as a method of self-knowledge and self-esteem and as a technology proper - diagnostic and developing; training technologies (training in business communication, personal development, communication skills); project method; multimedia technologies; technology of multilevel training; collective learning technology; collaboration technology; modular learning technology, etc.

V. EXPERIMENTAL RESULTS

It is important to emphasize that the formation of foreign language communicative competence is aimed at developing competence in practically using a real, living language and is intended to teach not the manipulation of linguistic structures, but the conscious correlation of linguistic phenomena with their communicative functions (informational, emotional-evaluative; regulatory (incentive); etiquette). In the process of teaching English, it is necessary to teach students of medical specialties the following types of listening: a) listening with full, children a basic understanding of the message; b) listening with an understanding of the main content of the message (topic, main idea, basic facts); c) selective listening (understanding of individual, specific, selective facts, necessary information) and the formation of strategies corresponding to them.

Currently, there is an active search for new methods in teaching foreign languages that can stimulate a steady creative and cognitive interest in the learning process. The choice of methods depends on a number of the following conditions: the specifics of the content of the studied material in a foreign language; general tasks of training specialists; the teaching time available to the teacher; features of the composition of students and the availability of teaching aids.

Depending on the orientation, the active teaching methods in the study were divided into game, non-game, imitation, etc.

When diagnosing students' creative activity in the process of learning English in medical universities, the following tasks were solved: 1) the initial level of students' competence in the subject was determined; 2) the degree of creative activity of students, as well as their relationship to the English language is revealed; 3) the motivation for studying English in a medical university has been identified; 4) the students' attitude to the various methods and means used is disclosed; 5) interpersonal relationships of students as partners in the creative process are identified, value-oriented unity is determined; 6) determined the initial and final level of students' creative activity in the learning process.

During the study, the curricula were analyzed in accordance with the requirements for students of medical universities, the competence of the English language, which included the following indicators: 1) in the lexical aspect - the number of well-mastered lexical units and phrases, the number of recognizable words in an unfamiliar text, etc. ; 2) in the grammatical aspect - the number of mistakes made (grammatical, stylistic, spelling) for a certain unit of time; 3) in the communication aspect; 4) in the aspect of listening.

An analysis of the diagnostic results showed that most future teachers regard English as a compulsory discipline, and not as a factor in intercultural interaction ("I study English for a discipline" - 65%; "I study English as a language needed in the information system" - 56%; "I study English with the aim of intercultural interaction" - 19%).

Future teachers have not enough understood the importance of learning English in modern conditions, not only in society but also in professional activities. The study analyzes the problems in communication in English, the quality of training in English, etc. The data obtained made it possible to carry out qualitatively stating and formative experiments.

The study developed a universal combined technology (multilevel; differentiated, collective mutual learning; statistical, dynamic, variation pair; cooperation; modular training, etc.) of teaching English in a medical university, in which, according to the requirements of the educational system of the Republic of Uzbekistan, it is possible to achieve more high professional level of training of specialists through the development of their creative activity with the integration of language and public professional spheres, as well as the implementation of the development and introduction of innovative technologies of teaching foreign languages, aimed primarily at the development of analytical and creative abilities of the individual, among which are: dialogical; creative activity; focus on supporting individual student development; providing the student with the necessary space for making independent decisions; the choice of content and methods of learning and behavior.

The experiment consisted of three stages: 1) input (initial) control of professionally-communicative competence in control and experimental groups; 2) the introduction of formative factors for the study of English; 3) comparison of the levels of professional and communicative competence in the control and experimental groups (final control). When completing the experimental (240 students) and control groups (240 students) of Ferghana State University, as well as Andijan and Namangan State Universities of the Ferghana Branch of the Tashkent Medical Academy (medical

faculties), the following facts were taken into account: representativeness, i.e. students should have approximately the same level of training in English; verification of the results of the experiment should be based on the observance of certain criteria: validity, sampling, reliability, obtained results, etc.

The selection of criteria for determining the levels of formation of foreign-language professional and communicative competence was carried out on the basis of the analysis of the structure of this competency. The following are defined as such criteria: a) linguistic competence - manifested in knowledge of the language system, the ability to recognize and correctly use language units; b) discursive competence - the ability to build holistic, coherent and logical statements of different functional styles in oral and written speech based on the understanding of various types of texts when reading and listening; involves a choice of linguistic means depending on the type of utterance; c) social competence - manifested in the desire and ability to make contact with other people, to navigate in a social situation and manage it. The formation of linguistic competence was determined at four levels: high, medium, weak and passive.

The ascertaining slice made it possible to determine the conformity of the level of professional and communicative competence to the requirements of modern production, the requirements contained in the qualification characteristics of the bachelor and showed the need for the use of formative tools in accordance with the proposed task system.

Analysis of the answers at the initial stage of the experiment allows us to identify the most typical shortcomings of students: 1) at the stage of listening to the text, they correctly answer the questions posed, which reveals the content of the proposed text; 2) they are not fully oriented in such aspects as time, the place of development of the described phenomena and events; 3) in the logical construction of sentences in a letter; 4) lack of vocabulary for expressing thoughts and formulating answers, etc.

In the control group, training was carried out sporadically according to standard (standard) and work programs using traditional teaching methods and means, in the experimental group - systematically. As a means of training in the process of conducting the forming experiment, we used the textbook developed by the dissertation: "English For Medical Purpose (Part1-2)" for students, as well as a special course "Modernization of the creative activity of university students in the process of learning English". During the experiment, the general characteristics of the levels of formation of creative foreign-language (English) professional and communicative competence of students in four levels and nine parameters were determined. It was found that almost 20% of students in the control group showed weak and passive levels of linguistic, discursive and social competencies in the levels of creative foreign-language (English) professional and communicative competency. Students do not know how to correctly build phrases, low creative activity when discussing thematic tasks, etc. More than half of the students in the experimental group also show a low level of formation of students' creative activity.

One of the tasks of the pedagogical experiment was to compare the results. In the present study, after conducting control experimental work in parallel groups (control and experimental), it was necessary to find out which group did better, especially considering the students' creative activity. There was a need to compare data from several variational (or statistical) series.

The analysis of the obtained data showed that in the CG (control group) the accuracy of the representations of the collected information in English was 20% of the passive level, and in the EG (Experimental group) also 20%; high level - 18% in the CG; 30% - in the EG; ability to analyze information 8% in the CG and 12% in the EG at the passive level, etc.

After the experiment, the accuracy of the representations of the collected information in English was 7.5% of the passive level, and in the EG (Experimental Group) 0.8%; high level - 16.7% in the CG; 36.7% - in the EG; ability to analyze information 5.8% in the CG and 0.8% in the EG at the passive level, etc. That is, everywhere there is a positive effect of achieving EG results than CG. This once again proves the correctness of our methodology and the results obtained.

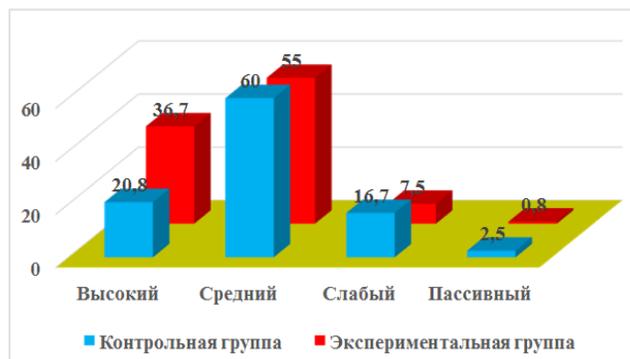
In the study, after carrying out control and experimental work in parallel groups (control and experimental), data from several variational (or statistical) series were compared (table II).

Table II: General characteristics of the levels of creative foreign language (English) professional and communicative competence of university students

Control group (n=240)							
High		Mid		Low		Passive	
person	%	person	%	person	%	person	%
50	20,8	144	60,0	40	16,7	6	2,5
Experimental group (n=240)							
88	36,7***	132	55,0	18	7,5**	2	0,8

Note: * - differences relative to control group data are significant (** - P < 0.01, *** - P < 0.001)

At the end of the experimental work, a selective correlation coefficient was carried out to quantify the tightness of connections (Leibovsky M.A.). The correlation coefficient *r* is calculated from the values of the response functions in the experimental area:



The experimental work revealed that the methods and techniques of interactive learning that were tested during the experiment are effective in working with students. Conclusions and recommendations for improving the educational process have been worked out, experimental work has confirmed the effectiveness of the proposed methods, forms and teaching aids.

VI. RECOMMENDATION AND CONCLUSION

1. Creativity is a mental and practical activity, the result of which is the creation of original, unique values, the establishment of new facts, properties, laws, as well as methods of research and transformation of the material world or spiritual culture. It should be emphasized that novelty is objective and socially significant.

2. We define the student's creative activity in foreign-language universities as an integrative personality trait that includes a combination of two components (at least):

- a) Students' desire for creative activity (motivational component)
- b) The ability to carry out creative activity independently (operational component).

3. For the development of creative activity of students of a pedagogical university in the process of learning a foreign language, the following conditions must be met: the presence of a communicative and educational environment; the presence of the educational process (with its tasks, content; organization; educational functions); the availability of modern teaching technologies for the development of students' creative activity (these include statement of psychological and pedagogical tasks; project method; integrative technologies; information and communication); the presence of stages in the formation of the development of creative activity of students of a pedagogical university.

4. Effective conditions for the development of students' creative activity in the process of learning a foreign language are the conditions implemented in the communicative and educational environment:

- a) The expansion of communicative contacts (familiarization practice, language practice, industrial practice (in college, lyceum);
- b) The inclusion of students in educational and professional work;
- c) Research activities;
- d) An increase in the share of practical classes due to programs of international student facilities, study abroad programs, internships, trips to exhibitions, conferences, and seminars.

The formation of professional competencies and the creatively active personality of an elite specialist is its purposeful development, taking into account the unique human personality, ensuring professional growth and reaching the creative level of intellectual activity through the construction of such an educational process in which the student's natural abilities are used and developed, and above all, intellectual and creative. Training of specialists requires differentiation of training taking into account their creativity, which involves the creation of conditions for them to reveal their abilities, increase their own psychological stability, self-organization and creative self-development. In addition, current trends in the modernization of educational programs at a medical university require the introduction of active methods of language training for students with the development of their creative activity. Thus, teaching foreign languages at a medical university, which we define as teaching intercultural communication, will be inextricably linked with the use of modern methods using information and communication technologies. The study developed a universal technology for teaching English in a medical university, in which, according to the requirements of the educational system of the Republic of Uzbekistan, it is possible to achieve a higher professional level of training of specialists through the development of their creative activity with the integration of the linguistic and professional fields.

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