

# **RATIONAL METHODS OF AWAKENING AND STIMULATION PROFESSIONAL AND CREATIVE ABILITIES OF UNIVERSITY STUDENTS**

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## **ABSTRACT**

This article discusses the importance of rational methodological techniques for awakening and stimulating the professional and creative abilities of university students.

**Keywords:** Intellectual, technology, individualization, ability. students.

## **INTRODUCTION, LITERATURE REVIEW AND DISCUSSION**

Under the methods of awakening and stimulating the professional and creative abilities of students of teacher training institutions, we understand such improvements in methods, such private changes, additions that meet the specific conditions of the educational process, which will ensure the optimal course of the formation and development of professional and creative abilities. Thus, a technique is part of a general method, a separate action (impact), a specific improvement.

Therefore, in our interpretation, rational methodical methods of forming the need for professional and creative self-improvement are the methods of orientation of students' consciousness and behavior towards an essentially independent theoretical and practical professional and creative self-improvement used in specific educational and educational situations. It is appropriate to divide the techniques used in the implementation of the process of forming professional and creative abilities into the main ones, which are based on real practical and theoretical pedagogical activities of students, and additional ones that involve the use of all kinds of situations, both real and artificial, acting as conditions for the development of professional and creative abilities.

Consider the basic rational methodological techniques that have proven their effectiveness in the implementation process of the formation of professional and creative abilities.

The method considered in the framework of the humanization of the system of higher education is the use of the content of universal spiritual and moral values in the process of forming professional and creative abilities. Its essence lies in expanding the boundaries of the professional and creative culture of a student of the pedagogical university, which is aimed at nurturing a spiritually rich person focused on universal human values. It is important that appeal to eternal values occurs not only at the verbal level of pedagogical communication of the teacher and student, but also in the process of joint activities, when the implementation of an axiological approach to the analysis of priority pedagogical values in education, upbringing and self-development of a person is manifested in practice, in everyday social life. For example, the priority of such values as a sense of duty, responsibility, hard work has helped the teaching and student team to prepare for accreditation by joint efforts, in which, of course, the merit of the institute's management staff, teachers, attendants and students.

One of the main rational methodological techniques is the orientation of the content and teaching methods to the student's personality, his life and professional interests and needs, his feelings, his

own life experience. The essence of it consists in the fact that the teacher should not only set out the educational information, but also be able to arouse interest in this field of knowledge, thus finding a method of working with the student. The purpose of its application is the humanization of the content and methods of training, education in the teacher training college.

To educate an active, creative specialist, you must skillfully organize an active, creative learning process. The scientific organization of creative cognitive activity of students is impossible without the formation of cognitive interests and the need for new knowledge, as well as without a specific mechanism for mastering new knowledge.

Categories of needs and motives are closely related to interest, which in turn is inseparable from the emotional sphere of a person. "The psychological structure of cognitive interest is a kind of fusion of emotional-volitional and thought processes of a person." At the same time, the volitional and intellectual sides of the cognitive process are not separate parts, but its whole. In the psychological and pedagogical literature of the last decade, the thesis is affirmed about the indissoluble unity of emotional and intellectual in the cognitive process, on reflecting this unity in the learning process, on taking into account the interpenetration of emotional-volitional and cognitive (PI Pidkasisty, GI Shchukina, M. I. Makhmutov, Ya.A. Ponomarev, AM Matyushkin). The role of this unity cannot be overestimated in the development of abilities for independent mastery of knowledge. Independent creative activity of students, its formation and full development should be the focus of teaching activities of university teachers. Currently, in pedagogy, there are two tendencies in solving the problem of personality activity in the learning process: 1) the learning process management, considered in the works of P.Ya. Halperin, A.I. Leontyeva, N.A. Menchinskaya, N.F. Talyzina; 2) the development of cognitive activity of trainees, the formation of their skills to extract their own knowledge, which is reflected in the works of V. Okony, B. Skipper, K. Tomaszewski, A.M. Matyushkina, V.M. Kudryavtseva, Z.I. Kalmykova, V.I. Kostyuk.

Developing mental abilities, improving the quality characteristics of the future teacher's thinking, one can prepare him for a correct and complete understanding of the content of the problems arising in his professional activity, solve them more successfully and find non-traditional ways of such solutions.

Maths provides tremendous opportunities for the development of a person's mental abilities, the disclosure of a person's creative abilities thanks to the systematic, clear and precise concepts, conclusions and formulations. The ability to think must be taught specifically, developing the qualities that characterize a culture of thinking: Independence of thinking, its criticality and self-criticism, purposefulness, breadth and flexibility of mind, organization of memory, clarity, accuracy, conciseness of speech and writing. The ability to widely vary the methods of action, to subordinate the direction of the search to the task, the ability to reject accepted thought moves inherent in creative thinking can be shaped in the course of problem-based learning mentioned above [3, p. 112].

The author of the study, as an experiment, included the section "Mathematical Games" in the program of courses in mathematics of primary education, which consists of the simplest tasks of such a branch of mathematical knowledge that is evolving today as "Game Theory". This choice is explained by the following considerations. Possession of a natural science theory in itself does not guarantee a holistic scientific worldview — this is proved to us by the history of the school, universities, science. Game theory is one of the sections of mathematics, where it is still early to put an end to this day. Such a "dot" can cause interest in the subject as a whole,

awakening and developing activity, independence of thought, the desire for self-education, self-education.

The tasks of the “Mathematical games” section were distributed according to the method of forming cognitive interest proposed by OV Tarakanova [4, p. 212], where each level of interest corresponds to “its own” tasks. The experiment yielded positive results, which were reflected in the growth of students' mathematical culture, which affected the formation of cognitive interest in the subject (revealed through observation, questioning), a different level of knowledge, which ultimately affected the positive results.

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