



DIRECTING STUDENTS TO SCIENTIFIC AND CREATIVE ACTIVITY IN HIGHER EDUCATION INSTITUTIONS

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Abstract: *In this article, it is shown what are the main goals of organizing the scientific and creative activities of students in higher education institutions, what aspects should be paid attention to when conducting scientific research, and what conditions should be created for the scientific research being carried out. The need to guide students of higher education institutions to scientific research work, the problems encountered by students, ways to solve them, and the tasks of teachers in this process are highlighted.*

Key words: *scientific research, "Master-student" tradition, problems, solving problems, forming a scientific worldview, teachers' duties.*

INTRODUCTION

Talented students are an important factor and an ornament of the nation, which ensures the social and economic development of the Republic of Uzbekistan and its rightful place in the world community.

The main goal of searching for, identifying and targeted training of talented students is to train the intellectual elite who develop the scientific and creative potential of our Republic, and in this regard, to create opportunities for highly talented people to demonstrate and develop their abilities in the relevant fields of knowledge and specific directions of science, and to realize their unique talent.

In particular, in paragraph 4.4 of the Decree of the President of the Republic of Uzbekistan dated February 7, 2017 "On the Strategy of Actions for the further development of the Republic of Uzbekistan" No. PF-4947 entitled "Development of the field of education and science", further improvement of the continuing education system, training of highly qualified personnel in line with modern needs it was emphasized that great attention should be paid to continuing the policy, fundamentally improving the quality of pre-school educational institutions, general secondary education, deepening the teaching of subjects, increasing the quality and efficiency of the activities of higher educational institutions, stimulating research and innovation activities.

Taking this into account, it is an important task for professors and teachers to bring specialists trained in the higher education system to the level of world standards, to pay special attention to the training of scientific and pedagogical personnel, and to direct students to scientific research work.

L.A. Avetisova in the article entitled "Students' scientific research activity - pedagogical technology model" shows the stages of students' scientific research. There are important problems for students and masters who want to do scientific research in higher education. These problems are:

1. Inability to choose the topic of scientific research correctly.



2. Ignorance of scientific research methods and their use.
3. Inability to independently prepare the basis of scientific research work.
4. Difficulties in working with literary sources.
5. Not having the skills to make a presentation of the completed research work.

Orientation of students to research work can be done in two directions:

- the first, directly in the course of the lesson: organizing problem lessons in seminars, practical training classes, setting problematic tasks and encouraging them to solve them, achieving the creation of educational projects (lesson development, technological map, electronic manual) within the scope of the students' specialization or a subject;
- the second is a logical continuation of the lesson, carrying out educational and research activities outside the classroom: independent work, abstract, coursework, scientific, educational and research work, participation in Olympiads and exhibitions and conferences with scientific articles.

Students begin to do research, first of all, if they can independently complete the assignments given by the teacher in theoretical and practical classes using scientific literature in libraries and present it in the form of an independent work, abstract, coursework, and secondly, personal research work on the acquired systematic knowledge (graduate qualification work, various participation in projects) can be observed by using it.

The results of the observations show that, based on the purpose and content of the scientific research work presented by the research student, a scientific article, thesis, report, research plan, text for an oral presentation, a presentation lecture, abstract with a problematic nature, computer presentation, video, audio may be in the form of materials, various educational projects, etc. In the presentation of research works of this type, it is necessary to teach students to present the work done at the specified time using computer slides, clearly state their opinions and conclusions, to be clear and fluent in speech, to pay attention to the tone, to give logical and reasoned answers to the questions.

Since the process of conducting scientific research is a complex process, not all students can enter this process at once. Therefore, we can include the following in the main task of the teacher in directing students to scientific research activities:

1. Increasing students' interest in scientific work, encouraging them to independently solve scientific research issues, forming research skills.
2. Perfection, strengthening and development of independent creative thinking, theoretical and practical knowledge.
3. To achieve formation of scientific research skills of future highly educated specialists.
4. Solving current problems using the creative and scientific potential of talented and talented students and showing it as an example to all students, etc.

At different stages of scientific research work, the role of a scientific leader, professor-teacher is different.

In conclusion, as the progress of science and technology progresses, it is necessary to update, deepen, and strengthen the acquired knowledge, to direct students to scientific research, to form their engagement in scientific activity, to open the way for the next



generation to engage in scientific activity, and to solve the problems that occur at the right time and in the right place attention should be paid to identifying and eliminating them.

Involvement of students in scientific research has an educational and educational nature, it closely helps the student to believe in his own strength and power in achieving the goal, the desire to know, the formation of a scientific worldview, independence of thinking, satisfaction with his work, satisfaction of aesthetic needs, and studying the inner beauty of science. .

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