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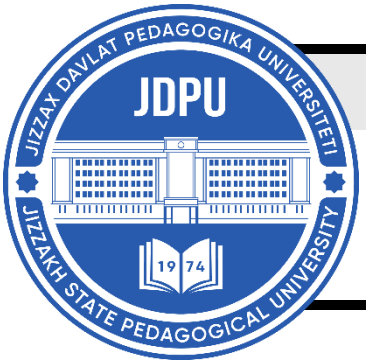

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ASPECTS OF DEVELOPING THE SOCIAL POTENTIAL OF STUDENTS IN HIGHER EDUCATION INSTITUTIONS

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ABOUT ARTICLE

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Abstract: The article discusses the aspects, technologies, content, problems, research and opinions of scientists on the development of the creative potential of students of higher educational institutions. The scientific content of the term "creative potential" and an analysis of regulatory documents that allow for the improvement of creative potential in the educational process are presented. The concepts of ''Kompetensiya'' and competence, their differences in content, and forms of manifestation are highlighted.

The article also analyzes the main aspects of developing students' creative potential in socio-cultural activities at higher education institutions, modern technologies used for this purpose, and the leading methods that contribute to fostering creativity.

Introduction

In the process of analyzing the concept of developing creative potential among students of higher education institutions, it is important to emphasize that this term is conceptually complex and possesses a broad, generalized character. This concept encompasses the following components: "talent," "pedagogical creativity," "creative environment," "creative training," "creative enthusiasm," "stages of the creative process," "creative approach to work," "types of

creative activity," "creative motivation," "creative criteria," "creative abilities," "creative potential," "creative activity," "creativity," and others.

A comprehensive analysis of these categories makes it possible to identify and interpret the methodological foundations for developing creative potential among students of higher education institutions.

In scientific literature, the term "potential" is mainly used in connection with the research of B.G. Ananyev, L.I. Bozhovich, V.N. Myasishchev, S.L. Rubinstein, and others. In academic sources, this concept is interpreted as follows:

- views and opinions on a specific issue;
- attitude toward a specific issue and corresponding actions or behaviors;
- a stable system of an individual's attitudes toward certain aspects of reality, which is manifested in corresponding behavior;
- an individual's position within the status-role structure of a group, and so on.

In other words, in general terms, "potential" should be interpreted as a concept that reflects the foundation of a person's views and actions, their attitude toward a particular issue, and is expressed through the content and forms of their activity.

Materials and methods

The key characteristics of creative potential include: curiosity and depth of consciousness, adaptability and dynamism, consistency, evidence-based reasoning, accurate conclusion-making, critical thinking, and breadth of thinking.

The development of creative potential is related to the following key aspects:

Use of digital technologies: Enhancing the efficiency of independent work by expanding access to non-traditional sources, and creating conditions for engaging in creative activities. This process contributes to the development of creativity and intellect.

Implementation of digital technologies: Applying technologies that process, receive, and generate information. At the same time, innovative methods and tools for developing creative potential are created through the use of new STEAM and SMART educational approaches.

3. Practical application: Effectively organizing the process of developing creative potential by applying these methods and tools within the education system.

This approach allows for the enhancement of creative potential through the integration of modern technologies and creativity, thereby increasing the effectiveness of the educational process.

The concept of "development" is one of the fundamental scientific concepts in philosophy, psychology, pedagogy, and other fields of study. The results of literature review show that the definitions of this phenomenon across various scientific fields do not differ fundamentally, but rather possess specific distinctive features. In dictionaries, development is defined as follows: “A process of regular changes, a transition from one state to another, more advanced state; a movement from an old quality to a new one, from simple to complex, from lower to higher levels.”

This definition emphasizes that the process of development is based on the principles of consistency and progressiveness, and that any form of development is regarded as a movement from simplicity to complexity, from imperfection to In our research, the attitude of higher education students toward creative potential, as well as its qualitative indicators, undergo significant changes and improvements during the development process. This process is closely connected with the development of students’ creative potential and professional competencies, and it contributes to enhancing the effectiveness of their activities.

Today, in modern science, the distinction between the concepts of "competence" and "competency" and their alignment is considered an important issue. Existing studies show that there is no single unified definition of these concepts in the fields of psychology and pedagogy. Research shows that there is no single unified definition of these concepts in the fields of psychology and pedagogy.

The concept of “competence” is related to professional activity and refers to a specific outcome. According to A.V. Khutorskoy, competence refers to the methods, tools, knowledge, skills, abilities, and readiness necessary for solving problems. Competence is a set of capacities necessary for an individual to successfully carry out their activities [1].

"Competency," on the other hand, is an integrative quality of an individual that reflects their readiness and ability to perform activities based on established values, value orientations, acquired knowledge, skills, abilities, and experiences. Competency is an indicator that reflects the level to which an individual has mastered certain competences. Thus, while competence reflects the tools and readiness necessary to perform professional tasks, competency indicates an individual’s ability to successfully apply those competences in practical activities. These two concepts are closely interconnected, as the formation of competence serves as the foundation for competency.

The concept of “competence” includes three main components:

Cognitive – the acquisition of a set of knowledge.

Operational – the formation of methods for performing activities and technological literacy.

Axiological – the internalization of values and a value-based attitude toward professional work and personal development.

The essence of competences and their classifications have been studied by numerous scholars. Significant scientific studies on this topic include the research of V.I. Baydenko, V.A. Bolotov, I.A. Zimnyaya, N.V. Kuzmina, V.V. Kraevskiy, A.K. Markova, N.A. Muslimov, O.A. Qoisinov, L.M. Mitina, A.V. Khutorskoy, S.E. Shishov, and other scholars.

These studies define competences as follows:

Essence: competences reflect an individual's knowledge, skills, abilities in a specific field, and readiness to successfully apply them in practical activities.

Classification: Competences are divided into various levels and directions, for example:

core competences (skills necessary for life),

professional competences (abilities required to work in a specific professional field), and others.

These studies are aimed at forming the theoretical foundations in the process of developing competence and competency, as well as at elaborating practical recommendations for their application.

N.A. Muslimov revealed the essence of the concept of competency by presenting it as a set of personal qualities and the core requirements of the professional field. "Competency is defined as the acquisition of knowledge, skills, and abilities necessary for carrying out professional activities of personal and social significance, as well as the ability to apply them in professional practice." [2]

O.A. Qo'ysinov identifies three main groups of competences that form the structural basis of competency as reflected in the personality profile. ""That is: competences related to a person's attitude toward themselves — as an individual and as a subject of life activity; competences related to interactions with other people; and competences related to all types and forms of human activity." [3]

In joint studies conducted by psychologists and educators (such as K.A. Abulkhanova-Slavskaya and others), the concept of "professional competence" is defined as "a synthesis of a wide range of knowledge and practical actions, reflecting the formation and manifestation of a level of professional culture, and determining not only the priority activity, but also all

outcomes of labor." [4] This definition is based on the integration of approaches grounded in knowledge, activity, and culture.

Research shows that enhancing the level of professional competence depends not only on the effective organization of student education, but also on the individual's internal motivation to improve their professional competence through self-development and self-education.

In this process, the following personal factors play a crucial role:

Intrinsic motivation: interest in professional development and striving to expand one's knowledge and skills.

Sense of responsibility: perceiving the improvement of one's professional level as a necessity.

Independent learning and development: engaging in self-education and analyzing professional activity in accordance with personal needs.

At the same time, when internal motives are harmonized with a consistently and effectively organized educational process, it leads to a significant increase in the level of professional competence. This, in turn, serves as an important factor in enhancing students' competitiveness in the modern labor market.

Result and discussion

The process of developing university students' creative potential is complex, long-lasting, and characterized by its own logic, regularities, and inherent contradictions. This process is characterized by the following features: integrity, manageability, heterochrony (the simultaneous presence of different stages), interconnection and interaction among components; the ability for self-development and self-improvement through overcoming internal contradictions, conflicts, and crisis situations.

The development of a student's creative potential is achieved through overcoming various contradictions, which serve as the driving force behind this transformation. These contradictions include the following oppositions:

Contradictions between the necessity to engage in creative activity and the lack of knowledge, skills, and competencies required to carry it out successfully and efficiently;

Contradictions between new types of work activities and the student's existing capabilities;

Contradictions between the modern requirements placed on the management level of educational institutions and the insufficient development of students' professionally important qualities and abilities;

Contradictions between the student's need for professional self-affirmation and the lack of corresponding knowledge, skills, and general level of professionalism.

The resolution of these contradictions requires that they be internally accepted and consciously recognized by the student. If the student does not acknowledge or understand the existing contradictions, they will not be able to analyze them deeply or direct their actions toward overcoming them. The complex and multi-level nature of these contradictions serves as a crucial factor in defining the characteristics of each stage of a student's professional activity and has a significant impact on their professional formation and development.

The professional formation and development of higher education students is a complex, heterochronic, and long-term process. Its success and effectiveness depend not only on the acquisition of new knowledge, skills, and competencies during the educational process, as well as the student's personal qualities and abilities, but also on their conscious and positive attitude toward professional activity, understanding of their role and place within it, and the ability to evaluate and regulate themselves and their actions.

Thus, the nature of our research topic and the principles developed during the research process make it possible to thoroughly and consistently highlight the methodological foundations of the process of developing creative potential and professional competencies among higher education students. These methodological foundations ensure the expansion of students' theoretical and practical knowledge, the development of the skills necessary for effective professional activity management, and the implementation of innovative approaches to achieve positive outcomes in the modern educational environment. Moreover, the theoretical principles developed during the research contribute to students' independent development of their intellectual potential and management competencies, facilitate the organization of self-directed learning processes, and support the implementation of new methods and forms in the management of the education system.

Despite the extensive experience accumulated in training educators for socio-cultural activities in higher education institutions, there are still issues that need to be resolved in this field.

Among the existing challenges is the influence of interdisciplinary connections on the process of developing the creative potential of students in higher education institutions — specifically, those preparing to become educators in the sphere of socio-cultural activities.

According to the results of conducted studies, this process has been found to entail certain negative consequences, notably a reduction in students' individual activity during the process of mastering various subjects in higher education institutions. In our opinion, the main peculiarity of this process lies in its social and collective nature. Interdisciplinary connections in higher education institutions contribute to the formation of integrity and exhibit a systemic character.

The subjects taught in higher education institutions are distinguished by their internal developmental dynamics, self-driven progression, and relative autonomy, functioning as a unified system. This system, in turn, ensures that students develop into well-rounded individuals and exerts a certain dynamic influence on their overall development process.

Based on the above considerations, it can be concluded that the system of subjects in higher education institutions cannot be improved solely through practical experience; rather, it is essential to theoretically substantiate and forecast this process in advance.

The development of interdisciplinary connections determines the student's level of knowledge and generates the need for self-awareness, comprehensive problem analysis, self-expression, and the formation of a creative approach in socio-cultural activities. Therefore, the predominance of creative elements among higher education students is of great importance. This enables them to consistently take specific conditions into account and to connect the subjects being studied with forms of social and creative activity. M. Gorky emphasized the significance of this process by stating: "It is necessary to acquire knowledge, but not merely for the sake of knowing — rather, to learn and apply it in practice."

Taking into account students' level of knowledge plays a crucial role in shaping the content of education, as it enables the comprehensive development of essential skills. This includes the following:

The ability to plan one's activities in advance,

The skill to act in accordance with a set plan.

As S.L. Rubinstein emphasized, the content-related and personal factors of the educational process, particularly its motivational aspects, "form the individual's attitude toward the tasks they face" [5]. Therefore, creative potential is a set of psychological characteristics corresponding to a specific type of socio-cultural activity, reflecting the most

dynamic aspects of a student's personality. These characteristics facilitate the realization of the student's abilities in concrete types of activity.

In practical life, academic subjects are formed in the student's memory in an interconnected manner, linked through a chain of various factors. When a student encounters a particular subject or phenomenon, associative connections may lead them to recall other related subjects as well. There are situations in every person's life where they completely forget the details of an event they once directly participated in. However, merely reminding them of a person involved in that event or a significant detail is often enough — as a result, the memory of the event vividly resurfaces. Therefore, the effectiveness of the educational process in the Faculty of Pedagogy largely depends on the formation of a system of interrelated facts, phenomena, and events, as well as the development of students' ability to quickly and accurately recall previously acquired knowledge. Interdisciplinary connections play an important role in the development of this ability.

While studying the mechanism of the formation of associative connections in students, I.P. Pavlov explained that all mental activities, including higher intellectual processes, are related to associative mechanisms. According to him, the process of thinking is also based on associative connections. "Our mental activity," wrote I.P. Pavlov, "is primarily based on long chains of stimuli, that is, it is formed through a system of associations."

This approach further reveals the significance of interdisciplinary integration and creates the necessary conditions for students to consolidate, comprehend, and apply interconnected knowledge in practice.

L.S. Vygotsky demonstrated through empirical evidence that previously conducted cognitive activity does not disappear or vanish; rather, it becomes integrated as a necessary condition for subsequent thinking processes [6]. Thus, the necessity of interdisciplinary connections arises from the very nature of thinking itself. This necessity is determined by the objective laws of higher nervous activity, as well as the principles of psychology and physiology.

Professor Y.A. Samarin made a significant contribution to the development of the psychological foundations of interdisciplinary connections. He demonstrated that associations should be interpreted as a fundamental principle of the thinking process. According to him, local associations—namely, the connections formed during the initial stages of a student's knowledge acquisition—are shaped on the basis of various emotional experiences and their imprints. The process of knowledge acquisition involves the following stages: local

associations, partially systematic associations, intra-disciplinary associations, and interdisciplinary associations.

Interdisciplinary integration, as a system, shapes the primary goal of the educational process. V.G. Afanasyev explains this process as follows: “Any objective is inherently connected to the means and actions through which it is realized.” These actions constitute the specific function of the system. The operations of the system’s components serve the achievement of a common goal” [10]. From this point of view, the activity of students in higher education institutions is considered an integral part of the process of becoming highly qualified specialists. This process is a holistic system that encompasses professional orientation, adaptation, and self-expression.

Interdisciplinary integration requires analyzing the substantive aspects and systemic structural elements of the educational process in higher education institutions, each based on its own inherent laws. Therefore, the concept of "creative potential" is not limited to the process of thinking alone; rather, it is directed toward unveiling the essence of human existence, personal resources, and the mysteries of creative cognition. This process is manifested not only in the highest flights of human imagination, but also in the formation of new social and cultural forms throughout the course of historical development.

A teacher who is capable of fostering a creative personality must be a dedicated and creatively engaged professional. Otherwise, the student may not only lose interest in their chosen profession but also lose respect for the higher education institution itself. A teacher who conducts their professional activity based solely on a formal approach may, instead of fostering students’ creative thinking, turn them into passive participants of an education system devoid of spiritual and moral depth.

Conclusion

Interdisciplinary integration activates all elements of the social environment, wherein the teacher, as a subject of pedagogical activity, coordinates students’ participation in the educational process.

In higher education institutions, the educational process is not limited to the transmission of knowledge; it is also aimed at preparing students for socio-cultural engagement. Therefore, a systematic approach must be applied in educational methodology. In this context:

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engagement. Therefore, a systematic approach must be applied in educational methodology. In this context:

The harmony of the components of the educational process means that all teaching methods and academic subjects must be closely interconnected.

The implementation of educational methods based on the principle of systematization requires that each pedagogical method and technology be directed toward a common goal.

This methodological approach enables graduates of higher education institutions to act freely and make independent decisions in various areas of socio-cultural activity.

Thus, the formation of interdisciplinary connections further develops students' cognitive abilities, enhances their capacity for foresight and adaptation to new situations, and also fosters creative thinking and analytical approaches.

Interdisciplinary integration creates opportunities for revealing the creative potential of students in higher education institutions. This process contributes to the comprehensive development of the student and facilitates the formation of both general and specialized abilities within a unified system.

In conclusion, the development of creative potential is closely related to the following key aspects: the use of digital technologies, the integration of these technologies into the educational process, and their practical application in real-life contexts.

This approach enables the enhancement of creative potential through the development of modern technologies and creativity, thereby increasing the effectiveness of the educational process.

In order to accurately describe the process of developing the creative potential of higher education students, it is necessary to portray it as a holistic and systematic process defined by a set of interrelated external and internal factors. External factors include the conditions that influence the creative potential of higher education students from the outside. Internal factors reflect the essential characteristics of the students' personalities and directly affect the development of their creative potential and professional competencies

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