

Modeling Teacher Activities when Designing Creative Activities of Students

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ABSTRACT

The main relationships in the learning process are the relationship between teacher and student. In order to design the creative activities of students in their native language from the point of view of a teacher, the following relationships are considered to be interrelated: teacher and student, teacher and teaching materials, teacher and visual aids. And from the point of view of the teacher, the teacher, on the basis of the finished project, there is a close relationship: the teacher and the project, the teacher and the student, the student and the student, the student and the teaching materials.

KEYWORDS: creative education, creativity, creative activity, project, design, thinking, learning process, productivity, pedagogical experience, organization, management, state education standard, reader.

The modeling technology in didactics is an innovative approach to modeling the learning process, as well as knowledge of modeling pedagogical systems and processes and training to adapt to this process is the most important need of today's youth. Modeling over the years remains one of the most modern method of research. Today, people cannot imagine their scientific, educational, technological and artistic activities without modeling the world around them. It is difficult, sometimes unimaginably difficult, to form models of representations, but in the 21st century they have accumulated rich experience in modeling and using various objects and processes. Modeling allows you to combine experimental and theoretical knowledge obtained through pedagogical research, as well as empirical observations, that is, will provide an opportunity to combine the experience gained in the process of studying a pedagogical object and the structure of their logical connection, as well as scientific abstracts.

Modeling is a method that simplifies (for study) each scientific object. Therefore, the model solves a problem that cannot be explained by traditional theories, and, by intruding into the future of an object, it opens up new, unexplored facets of it.

Keywords: teacher, modeling technology, education modeling, modeling of linguistic units, creative education, teaching materials, teaching element.

The core concept in the learning process is the interaction of a teacher and a student. If we consider the issue from the point of view of a teacher who designs his activities for the purpose of teaching the native language of students, then the actions are implemented in connection with the teacher and the textbook; teacher and teaching materials; teacher and visual aids. And if we consider the issue from the point of view of a teacher who realizes his learning activity with a ready-made project, then the connections between the teacher and the

project come into play; between teacher and student; between student and student.

To get started, it is worth analyzing the activities of the teacher involved in the design of his pedagogical activities. Naturally, the effectiveness of the educational process is related to the quality of the project. In the design structure, actions are observed in two aspects: the creative nature of the project, which enables the student to acquire new knowledge and skills from the project; the individual nature of the project, reflecting the personal qualities of the teacher, created on the basis of the study of innovative methods of advanced teachers. According to V. A. Slastenin, the teacher's design activity should be assessed as a reflection of the teacher's professional competence in the unity of his scientific knowledge and practical skills, and as setting the level of the quality of his professional capabilities.

Theoretical preparation for design is a process of mastering design skills and a system of competence to a high degree. V.A. Slastenin and N.V. Kuzminy believe that the set of skills of a teacher's competence, in theoretical preparation for design, is determined by:

- **the reflex of the teacher** guiding and ensuring his activities for self-improvement;
- **cognitive**, developing the degree of their methodological abilities;
- **educational**, forming skills and abilities of obtaining new scientific information and their application in their practical activities;
- **communicative**, developing technologies of oral and written communication;
- **social**, aimed at realizing their professional competencies [1, p. 2].

One of the essential problems in the design of pedagogical technologies is the precise definition of the goal and objectives of the project. They can be formulated in the following order:

- When studying academic subjects, first of all, it is worth determining the degree of study of basic concepts and designing their study;
- In the design, it is worth considering the compliance of the basic concepts with the educational standard, curriculum, connection with the student's future profession;
- Designing teaching methods;
- Designing the level of preparedness of students;
- Ensure the continuity of the training content with the goal of education.
- Preliminary design of the applied intended teaching methods according to the stages of the training session;
- Preliminary design of the level of knowledge, abilities and skills of students in classes of different types;
- Designing the application of different types of verification and control in the learning process;
- Designing the effective application of innovations in each lesson;
- Preliminary diagnosis of the results, ways, means to achieve the goal of the prepared text of the educational material;

- Creation of goals and objectives of the academic subject and design of replenishment of its educational base by analyzing and evaluating educational results, etc.

A necessary need for young people today is knowledge and adaptation to an innovative approach to modeling technological processes in didactics, to innovative modeling processes in the pedagogical system. For a long time, modeling has been a relevant method of scientific research. A modern person cannot imagine his life and his scientific, educational, technological, artistic, creative activity without modeling. Associations (projects), it is very difficult to accurately form, but having come to the XXI century, mankind has accumulated vast experience in modeling processes in the operation and use of various objects.

Modeling pedagogical research makes it possible for a person to observe a pedagogical object during research, that is, the ability for a person to combine scientific abstracts and connect the logical structures of empirical and theoretical impressions that were received by the organs of touch and collided in the natural conditions of the experiment.

When planning a lesson, teachers often come across the concept of pedagogical modeling. But, according to scientists [2, p. 3] in modern science, due attention is not paid to the modeling of the subject and this leads to a negative impact on the effectiveness of teaching.

Modeling is “a method of implementing knowledge objects in their models; study, manufacture, improvement for the purpose of management, use, preparation of specific essential items, the formation or improvement of the characteristics of the created objects and phenomena, simplification of the process of manufacturing any items.”

Modeling is a method of lightening the object of each item. Therefore, this method has the ability to solve problems that traditional theory cannot. The modeling method can be used to determine previously unobservable, but in the future to reveal the possible, realizable aspects of the designed object. Modeling of linguistic units in the Uzbek language is based on stable relationships in the structure of sign elements. Therefore, for linguistic modeling, the division of relations between elements of holistic structures into stable and free is of particular importance. Modeling is an interdisciplinary method available for all subjects.

Turning to the role of modeling in didactics, one can make sure that giving the student new educational material without models of schemes, attitudes, and sign formulas does not give the expected effective result.

In didactics, modeling methods are used to simplify the structure of educational material, when planning the improvement of the educational process, when managing the processes of educational work, when forecasting, when analyzing, when designing the educational process.

Recently, the modeling method has become widely used in linguistics. At the same time, scientists provide a number of advantages and pragmatic aspects of this method. This can be commented as follows:

- First, modeling is not descriptive but practical;
- Secondly, the modeling method is optimal under any conditions ("the most convenient", "the most acceptable");

- Third, the modeling method is based on the principle of economy; at the same time, there is no need for long descriptions, definitions, characteristics and recommendations;
- Fourthly, it simplifies and facilitates the explanation and commenting of the object.

The allotted hours for the elements of learning in creative education are brought to a specific system and a text is prepared with material revealing the meaning of each element of education. "In any education system, the central place is occupied by the basic concepts of transmitted knowledge. If you do not develop methodological material in detail, in detail, thoroughly, then it is impossible to achieve a high effect in teaching" [4, p. 25]. The training material consists of logically related parts. Therefore, its explanation is considered appropriate and effective - dividing it into educational elements. The method of presenting educational material, dividing it into elements, is considered the most convenient and practical method of working in education. It is considered advisable to submit educational material in a small volume and to verify and control as much as possible - this makes it possible to effectively manage the educational process.

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