



DESIGN ACTIVITIES OF THE TEACHER IN NATIVE LANGUAGE EDUCATION

Alijon Hamroyev

Uzbekistan, doktor of pedagogical sciences, docent of the department of Bukhara State University

Summary: *In this article was discusses the subject of pedagogical experience, describes the goals, objectives, and the analysis of the experience of the pedagogical experience, and analyzes its outcomes, in order to substantiate the peculiarities of the creative work of pupils in the mother tongue education. The main purpose of designing the creative activity of pupils in mother tongue education is to improve the quality of education and improve their quality. When and how to design the creativity of pupils in their mother tongue education provides the desired pedagogical effect? Responding to this question requires a combination of educational types, including interpreting illustrated-visual education and creative learning.*

Keywords: *mother tongue, primary school, creative education, creativity, creative activity, project, design, thinking, learning process, productivity, pedagogical experience, organization, management, state education standard, reader.*

Expository teaching is one of the most widely used types of education and has a number of advantages. However, the lack of this tutorial reflects the shortcomings of explanatory and illustrative education, such as poor attendance of learners in the teaching and learning process, and the general nature of negative feedback. Creative learning opportunities are very high in addressing these shortcomings. There are peculiarities of creative education: the didactic content of educational content, the fact that the educational process is both memorable and contemplative, personality of students' learning and the activity of students in education are unique qualities of creative education. Adherence to them will increase the effectiveness of the learning process. According to these, the effectiveness of teaching in the context of creative education is defined as the subject of pedagogical experience.

Didactics and methodologists explain the difference between the educational objectives of the teaching process and the outcome of the learning process. The smaller the gap between the objective and the achieved results in the learning process, the more effectiveness will be in education.

Qualitative performance indicators are determined based on knowledge and methods of operation. Quantity indicators are determined by the difference between the learning objective and the students' knowledge, skill, skills. Efficiency improvement will be tested in the following areas: Improvement of quality of education (scale of students' knowledge, level of generalization, application of knowledge in production, ability to use knowledge and skills when necessary); raising the target of the learning outcome (knowledge, skills, experience of creative activity at the level of the State education standards and at a higher level); to ensure that the teaching and learning process is consistent with its essence; rational distribution of time budget.

The listed directions make it much easier to define the goal of pedagogical experience: the purpose of pedagogical experience is to establish the effectiveness of organizing, managing, and controlling creative education on the basis of scientifically-projected design tools.



The tasks to the subject of pedagogical experience, we have defined pedagogical and methodological approach as experimental tasks.

I. Defining the subject of pedagogical experiment, its purpose. The effectiveness of the creative education was examined by analyzing the factors that led to the effectiveness of the learning, and the purpose of the research was shaped.

II. Describe the innovations introduced into the mother tongue education system in primary education in terms of creative education. Based on designing the mother tongue education, the students have improved their teaching skills in general secondary education, and have developed a conceptual design concept that has the ability to organize, manage, and manage education.

III. To record forms of comparison of creative education to explanatory and illustrative education to study and describe the effectiveness of the pedagogical experience. To qualitatively address this task, teachers were provided with explanatory, visual and creative education lessons, and gave appropriate recommendations.

IV. Gradual recording of individual changes in pupils under creative learning. To this end, the individual traineeship plan has been developed. It clarifies the pupils' perception of the teaching material; clear, complete and careful execution of tasks; attitudes of interest, independent assignment of tasks.

V. To study the effectiveness of designing the creative activity of students in the mother tongue education. The effectiveness of the program varies from the point of view of its use to the design process, and it is difficult to measure it on a single criterion. Nevertheless, designing a mother tongue education is seen as a key feature of the course's effectiveness. The reliability of the project is understood as the degree of eradication.

The design of each lesson and the conditions for its implementation should be clearly defined. The effects of these features in the teaching experience on the effectiveness of the lesson have also been studied.

VI. Collecting results for analysis. It is a method of recording the results of pedagogical experiments using statistical methods and methods of statistical methodology, showing superiority of methodology and superiority over one.

The elementary grade is the search for ways to solve specific problems related to the peculiarities of design, design, and psychological, pedagogical, methodological foundations of the creative activity of pupils in the mother tongue education. For this purpose, we started looking for answers to the question of whether or not the students will be able to raise their knowledge on the basis of designing their creative activities in mother tongue teaching. For this purpose, there were selected four general secondary schools and 5 classes in each class for experiments.

When classes were organized in regular classes, students were slowly absorbed in the learning process and only completed two or three exercises per lesson. Many of the readers took part in the lesson as an observer. The rest of the students also found that their answers to the teacher's questions did not fully absorb the learning material. The assessment of the students' knowledge on the lesson was partly implemented and the assessment was not fair.

In the mother tongue education, students' active participation in project-based lessons was demonstrated through the preparation of creative activities of pupils. The students were able to practice 4-5 exercises in one lesson, and their answers to the teacher's questions were justified. The level of readiness of students has increased. When using the project for student activation, a



complete and objective assessment of the students' knowledge was provided.

The problem of designing the creative activity of students in mother tongue education is analyzed in the school practice. In the mother tongue education, we consider experimenting students' creativity as a system, to distinguish features of creative learning, and to share the ideas of school teachers about creative education. We distinguish between the strengths and weaknesses of creative education by comparing the true state of the practice of creative organization of mother tongue education and the teacher's opinions.

1. The experience of creating a native language in elementary classes. In order to study and summarize the existing experience in creative organization of mother tongue, the lessons of progressive teachers were recorded and recorded. During the tracking and registration process, the following questions were addressed: a) questions related to the purpose of creative education - the goals, objectives, objectives of creative organization of education, the purpose of the educational objectives of the curriculum; b) questions related to the content of creative education - the content of creative training assignments, the content of creative assignments, the content of the teaching material, the relevance of teachers to the real learning opportunities, the role of the curriculum in a given or other creative work; c) questions related to the procedural features of creative education - questions of the type, stages of creative assignments, the real learning opportunities of the teachers in creative education, the methods used in the creative work, methods of recording activities; d) Questions relating to the outcome of a creative work - the importance of a particular or creative work for the pupils, the ability to complete the training objectives in the learning content, the role of creative work in the formulation of independent workforce and so on.

During the course observing and recording we have based on the types of lessons developed by prof. O. Rozikov [1]. Here are some of the following topics: lessons on teaching and strengthening new learning materials; lessons learned and retraining; classes of generalization of knowledge and skills; Knowledge and Skills Controls [1, 34-68]. Over 200 tutorials on the problem of creative organization of education were recorded and recorded. Distribution of lessons learned on organizing creative activities is given in Table 1.1.

Table 1.1. Description of observed lessons belonging to organizing creative works

Number of observed lessons	Types of the lessons			
	The lessons of teaching new theme and strengthen them	The lessons of repeating previous lessons and building up skills	The lessons of generalizing of knowledge and skills	The lessons of observing or controlling knowledge and skills
200	57	123	8	12

As it is seen in the table, the possibilities for creative education in each of the native language classes are extensive. The first lesson is the core of the lesson that teaches and strengthens new teaching material in the mother tongue is to train teachers to explore a new theme, to provide new insights, rules, thematic perceptions, and to reinforce the knowledge and practices that have been first learned. Students will focus their attention on a new topic and the relevant facts, by putting problems in the learning process, putting questions, creating difficult learning situations, and explaining the purpose of teaching the subject. Consequently, it can also encourage learners to engage themselves in self-determination, to identify difficult issues, and to increase the



effectiveness of teaching, and encourage teachers to work creatively. During the second phase of the course, the students will be able to explore new knowledge and methods of work: a comparison between the previously learned topic and the findings on the topic, the observation of the facts, the findings from the observations, the conclusions in the textbook, comparison. This kind of curriculum provides teachers with creative independent work. Similarly, after studying the subject, it is possible to carry out various creative works during its strengthening. The creative work of this kind includes the description of the definition, the transfer of rules to new evidence, the definition, the introduction of the rules into the new learning mode. It is clear from this that in each of the classes, there are many opportunities for teachers to engage in creative activities, making them methodically accurate. In this regard, we refer to the experience of the teachers: 57 subjects of the classroom were trained and strengthened, and 25 creative workshops were organized. Every creative work is arranged for about 3 minutes. The distribution of creative work in the main stages of the lesson is given in Table 1.2.

Table 1.2. Number of creative works in learning new educational materials and strengthen them

Number of the lessons which were written	Period of teaching(In minutes)	Main stages of the lesson			Time for creative thinking(In %)
		Preparing to learn the new educational material	Teaching the new educational material	Strengthen the new educational material	
57	2565	12	33	30	75
In (%)	100	≈2,3	≈6,2	≈5,3	≈13,8

From the table, two conclusions can be drawn: first, the first type of mother tongue lessons is held occasionally, although limited time is spent for creative work; but in spite of this, the teacher's creative work in the mother tongue is limited to a limited amount of time. It takes about 3 minutes to identify and complete each creative work. Lesson 14% of the total time budget is spent on creative work in the training and strengthening of new teaching materials. This allocation of time budget is based on the teacher's activity, with new training materials, mainly deductive.

The second lesson will be improved: the skills learned in the lesson of repeating lessons and skills development. We have 123 classes of this type. Ongoing lessons mainly focus on textbook exercises. Lessons for retraining and skills development are intended for teachers' memorization, with a long amount of time spent on teaching activities, such as applying knowledge to a similar situation. This, in turn, pays little time for creative assignments in education. In total, 103 workshops have been conducted and average 5 minutes have been spent. All creative works were characteristic of applying the learned knowledge to the given circumstances.

In the methodological literature there are three main stages of repeating and skill-building lessons: enhanced learning and learning. Defining the definition of the evidence, how to define the rule, recalling the description, the rules, the definition of the problem, the definition of the rule, and so on. In these training sessions, students will be able to recall their knowledge and ways of acting in ways that they can act independently. This type of creative work will be organized in the studied lessons; apply the learned knowledge and methods of study to different learning situations. The 103 creative assignments we have observed correspond to the second phase of the lesson, the process of applying knowledge and methods of action; the stage of identification of novel new aspects of the learned concept, rules. The study of the trail, the rule



of law, the separation of its new features, and enrichment of knowledge with new information are called dumping in didactic research. The cumulative phenomenon - the greater the efficiency of the creative transfer of education, if the knowledge gained and the methods of learning are continuously studied at all stages of the educational process, from the initial learning. There were no cumulative nature study assignments in the observed lessons. The distribution of creative work in the main stages of the lesson is given in Table 1.3.

Table 1.3. Description of creative works using during the lesson

Number of the written lessons	Time limit of the class(in minetes)	The main stages of the lesson			Time for creative thinking
		Recognizing knowledge, methods of action	Implementin g the knowledge, and methods of action	Expanding knowledge, methods of action	
123	5535	-	515	-	515
In %	100	-	≈13	-	≈13

From the analysis it is clear that in the second lesson of mother tongue - repeat lessons and qualifications, only 13% of the total time budget is devoted to organizing creative work of teachers. It can be found to be reasonable enough. But one of the weaknesses of the technology of organizing and conducting creative work is to mention that the weakness of the lesson of repeatability and qualification is to neglect the teachers' creative work against the course stages. In scientific and methodological researches, every stage of the lesson, each ring of the educational process, teaches the need for teachers to carry out creative tasks at each stage [1, 62].

The next kind of mother tongue lessons is a lesson of generalization of knowledge and skills. In this lesson, knowledge, skills are learned at the level of consciousness. However, most of the teachers in the classroom do not differentiate between this type of course. There are a number of specific features of the lesson on knowledge and skills acquisition: a comparison of two or more topics. For example, let's get the same task: two columns are given. Compare them together, identify each one's own queries, and then write on each column what it means.

- 1 column 2 column
- the engineer is red
- builder is blue
- the doctor is purple

As mentioned above, the generalization of knowledge and skills is based on the concept of generalization. "At the level of the concept it is not the concrete symptoms of certain grammatical phenomena, but its general features. The basis of this is common for some of the learned events. Using of assignments that provide high levels of abstraction in the workshop [2, 64]. For example, the unit (pen) and plural (pens) are used to teach the use of unity and plurality in the horses: - Other marks (including respect, cropping, and meaning of the words) are ignored, contrary to the meaning of unity. The aggregation exercise is organized around the two types of plots and units.

There are a number of stages in the class of generalization of knowledge and skills; comparing two or more topics; making general conclusions by comparing; applying the conclusion to the said curriculum. The lessons learned have not been used in comparing evidence, making general



conclusions, and applying abstracts to curricula.

Our observations confirm that elementary school teachers can not clearly define the types of classes, the specific features, goals, objectives of each lesson. With this aim, a questionnaire was organized on the types of mother tongue lessons, the specific features, goals and objectives of each species. 50 primary school teachers and 4 students of 50 primary education faculties participated in the survey.

The questionnaire has 4 questions, the name of the lesson: the sample of the first type of questionnaire.

1. Your name and surname.
2. The school you are working on.
3. Teaching experience.
4. Answer the questions on the lesson on teaching and reinforcing the new learning material.
 - A. The main objective of the course is to teach and strengthen the new learning material:
 - B. Identify the main stages of the course type.
 - C. Give examples of the creative work that takes place at the main stages of the lesson.
 - D. Your opinion on how to organize the lesson.

Such inquiries are based on all types of lessons, and the teacher who fully responds to questionnaires collects 10 points, and loses 2.5 points for one wrong answer. The teachers who participated in the survey were divided into 4 groups: 1 group of teachers with higher education; 2 nd group 4 course students; 3 groups - teachers with higher education; 4th group 4th year students. Each group responded to specific questions. For example, teachers with a group of high school teachers will be asked questions related to the 1st class, 2nd grade 4th year students will be asked questions related to the 2nd class, 3 groups of teachers will be asked questions about the 3rd class, 4th grade students will be 4- answered questions about the course type. Then the questionnaires were replaced: Group 1 survey 2, Group 2 Survey, Group 3 Survey 4, Group 4 Survey Question 3. After the questionnaire was changed for 3 and 4 times, the participants were fully qualified to complete their assignments. The responses of the 1st and 3rd group, 2nd and 4th group participants were compared to each other to compare the responses of school teachers and students. An analysis of the responses of the 1st and 3rd group respondents showed that graduates of higher education institutions and elementary school teachers with higher education had a good idea about the types of subjects, their goals and objectives. It turned out that students and teachers could experience a lot of confusion in identifying the peculiarities of each type of course and their main stages. 15 out of 100 participants correctly identified the main stages of the first lesson, but allowed confusion as to defining creative works with the lesson stages. For example, the number of teachers who differentiate between the key stages of teaching and reinforcing the new teaching material, and the ability to devote their creative teaching assignments, is considerably smaller. To confirm our point of view, we present a summary of the first type of class in the form of a table.



Table 1.4. The amount of teachers who have devoted their creative teaching tasks to the lesson and strengthening the new learning material

Number of applicants	The main stages of the lesson			The number of teachers who think creative works are important at the process of the lessons
	Preparing to learn the new educational material	Learning the educational material	Strengthen of the learned materials	
100 teachers 100 %	3	4	8	15 teachers 15 %

From the teachers who participated in the survey, 3 teachers were involved in the preparation of a new study material, and 4 teachers were involved in the creative process directly in the process of explaining new themes, and 8 teachers shared their creative works with the topic. Thus, 15% of the respondents described the creative work related to the process of teaching and strengthening the new teaching material. By comparing teachers' lessons with evidence (13.8%), the comparison between the answers to questionnaires questions (15%) has led to a number of conclusions: teachers' creative work in pedagogical practice is very close to each other's ideas of creative work: 13.8% and 15% respectively. This indicates that the method of organizing creative work gradually takes place in teachers' work; In both the didactic and the mother tongue, the instructional work of the teacher, starting with the memory work, and, on the contrary, a memory-based learning task must be completed with creative work. It allows you to define the proportion of creative and nonviolent activity in the form of 50% -50%. Creating a creative (50% -50%) creative and nonviolent activity increases the effectiveness of education. There are some difficulties in raising the performance of school teachers to this level. The difficulty of teachers' work in creative organizing can be divided into four groups.

Group 1: Challenges to the goals and objectives of creative organization of education. This group includes challenges such as the inability of teachers and teachers to define the objectives of the curriculum, the discrepancy between the teaching tasks and the didactic goals of the learning process, the discrepancy between the teaching objectives and the instructional material, and the inability to integrate educational objectives into educational objectives.

Group 2: Challenges related to creative design of education. The challenge is not knowing the technology of transforming the content of the educational material into a creative work system, to determine the role of the creative work in the system of instructional tasks, the inability to understand the optimal combination of creative and creative work in the context of language teaching, and the incompatibility with the logic of learning curricula chosen.

Group 3: Challenges to the content of the mother tongue education in the learning process. Such pedagogical and methodological difficulties include the fact that the curriculum is incompatible with the type of course, the lesson, the incomplete implementation of all the functions of the teaching assignments, the age, individual characteristics of the teachers, the inability to study the real learning opportunities, and ineffective use of tasks.

Group 4: Challenges to Objective Recording and Assessment of Learning Outcomes. These difficulties include the lack of systematic approach to control the expected results from education, the systematic approach to learning outcomes, and the ways in which the use of



traditional testing and testing methods has been tested in Uzbek schools.

In one group, traditional methodologies and the other were taught using native language teaching in native language teaching, and in the next lesson, students' knowledge of the previous lesson was found to be high in the group of experimental learners. As a result of the observations, the results of the supervisory work, the interviews with the teachers and the students, we came to the conclusion that when the mother tongue lessons were organized under the pedagogical and methodological basis, we could raise the students' knowledge.

LIST OF USED LITERATURE

1. SH.M. FARMONOVA. Improvement of Professional Thinking in Future Teachers International Journal of Innovations in Engineering Research and Technology. 7. 05. –p. 251-257.
2. Shabon Farmonova. THE TOLE OF THE PROJECT TEACHING TOOL IN DEVELOPING THE COMMUNICATIVE CULTURE OF FUTURE TEACHERS. Scientific Bulletin of Namangan State University. 2019. Том 1. Номер 6. 434-441
3. Shabon Farmonova. Opportunities for the Development of the Communicative Culture of Future Teachers through the Design of Teaching. International Journal of Culture and Modernity. 2021/12/14. Том 1. Номер 6. 434-441
4. Shabon Farmonova. Pedagogical and Innovative Activities in Project Education. International Journal of Culture and Modernity. 2021. Том 1. Номер 6. 176-180.
5. Farmonova, Shabon (2019) "THE TOLE OF THE PROJECT TEACHING TOOL IN DEVELOPING THE COMMUNICATIVE CULTURE OF FUTURE TEACHERS," Scientific Bulletin of Namangan State University: Vol. 1 : Iss. 6 , Article 79.
6. Kamroev A. STUDENTS' CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION //Scientific Bulletin of Namangan State University. – 2019. – Т. 1. – №. 7. – С. 285-296.
7. Adizov B. R., Khamroev A. R. Modeling activities of teachers when designing creative activities of students //Ilmiy xabarnoma. – С. 69.
8. Azimov Y. Hamroyev A//Husnixat va uni oqitish usuliyoti (Maruza matnlari). – 2003.
9. Хамраев А. Моделирование деятельности учителя при проектировании творческой деятельности учащихся //Педагогічні інновації: ідеї, реалії, перспективи. – 2018. – №. 2. – С. 23-26.
10. ҲАМРОЕВ А. БОШЛАНҒИЧ СИНФ ОНА ТИЛИ ТАЪЛИМИДА ЎҚУВЧИЛАРНИНГ ИЖОДИЙ ФАОЛИЯТИНИ ЛОЙИҲАЛАШТИРИШ МЕТОДИК МУАММО СИФАТИДА //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 1. – №. 1.
11. Hamroyev A. R. Designing students' creative activity in primary school mother tongue education as a methodological problem //Middle European Scientific Bulletin. – 2021. – Т. 11.
12. Hamroyev R. A., Qoldoshev A. R., Hasanova A. M. Methods of teaching 1st grade students to use writing tools effectively //Asian Journal of Multidimensional Research (AJMR). – 2021. – Т. 10. – №. 1. – С. 168-174.
13. Hamroyev A. Quality and effectiveness for design of learning outcomes in the language



- teaching //ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL. – 2021. – Т. 11. – №. 1. – С. 549-558.
14. Hamroev A. R. Modeling activities of teachers when designing creative activities of students //European Journal of Research and Reflection in Educational Sciences. – 2019. – Т. 2019.
 15. Kamroev A. STUDENTS' CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION //Scientific Bulletin of Namangan State University. – 2019. – Т. 1. – №. 7. – С. 285-296.
 16. Adizov B. R., Khamroev A. R. Modeling activities of teachers when designing creative activities of student's //Ilmiy xabarnoma. – С. 69.
 17. Azimov Y. Hamroyev A//Husnixat va uni oqitish usuliyoti (Maruza matnlari). – 2003.
 18. Хамраев А. Моделирование деятельности учителя при проектировании творческой деятельности учащихся //Педагогічні інновації: ідеї, реалії, перспективи. – 2018. – №. 2. – С. 23-26.
 19. ҲАМРОЕВ А. БОШЛАНҒИЧ СИНОФА ТИЛИ ТАЪЛИМИДА ЎҚУВЧИЛАРНИНГ ИЖОДИЙ ФАОЛИЯТИНИ ЛОЙИҲАЛАШТИРИШ МЕТОДИК МУАММО СИФАТИДА //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 1. – №. 1.
 20. Hamroev A. R. Modeling activities of teachers when designing creative activities of students //European Journal of Research and Reflection in Educational Sciences. – 2019. – Т. 2019.