The problem of designing the creative activity of students in mother tongue education

Xusenova Aziza Sharipovna
Teacher of the Department of Primary Education Methods,
Bukhara State University, Uzbekistan

ABSTRACT

The central issue of the problem of designing creative activity of students in mother tongue education is psychological, pedagogical, didactic, methodological substantiation of programs that comprehensively cover the essence of the systems "content of education and creative education", "design of teaching and learning", "student activity and creative activity". In project education it is necessary not only to model education, to create a favorable psychological environment for learning, but also to use the results of further achievements of science - person-centered learning tools, the design of creative activities of students.

Keywords: design, training, subject, educational content, native language, thinking, creative activity, teacher, student.

I.Introduction

Clear and well-defined goals and objectives of education provide the basis for the teacher, as well as students to focus on their activities, use time to achieve educational goals, prevent didactic and educational problems that may arise in the educational process, rational use of existing conditions. The result of the second stage is characterized by the recording of single, general and specific goals, as well as tasks on the subject of the subject (content of activity). The development of a project of a specific training process consists of the following stages:

Stage 1. The first stage of designing the educational process is to study the sources of the content of the subject or activity, including the collection of materials and their ideas (essence), generalization, classification and rounding of the ideas put forward in them.

Exploring the essence of the subject matter or resources on the content of the activity allows the teacher to give students detailed, complete information about the topic (content of the activity) presented to the attention of students, to imagine the overall process of education.

Stage 2. The second stage is focused on the definition of a single, common goal on the subject (content of activities), the definition of specific goals for small sections (items) within the general goal, the development of tasks that need to be addressed positively to achieve educational goals.

Stage 3. The third stage of designing the educational process is to develop the content of the educational process based on the goals and objectives of education.

The educational process allows you to express a set of theoretical and practical knowledge on a particular topic (content of activities), which serves to illuminate the content of the educational material. The content of education should also reflect the scope of concepts, skills and competencies to be mastered by students. Indeed, the ideological perfection of educational content is determined by the level of mastery of certain knowledge, skills and competencies by students. The effect of the third stage

is manifested in the development of conditions that ensure the acquisition of certain concepts, skills and competencies by students.

Step 4. In the fourth stage, which is the most important stage in the design of the educational process, actions such as the choice of the form, methods and means of training are carried out.

The importance of this stage is that the form, methods and tools of training lead to the success of the educational process. With their help, theoretical knowledge on the subject of the subject (content of activity) is transmitted to students, and this knowledge is received by students. Determining the form, method, and tools that are most appropriate for a particular lesson will ensure nearly 90 percent success in the learning process. It is at this stage that the essence of new, modern pedagogical technologies is revealed. The right choice of forms, methods and tools of education that direct students to creative research, activism, free thinking, make the lessons interesting, rich in debates, stimulate creative debate. Only in this case, students take the initiative, and the teacher is responsible for directing their activities in a certain direction, monitoring the overall activities, providing guidance in difficult situations, giving advice and evaluating their performance.

Step 5. In the next (fifth) stage, the amount of time determined by students as sufficient for the acquisition of knowledge, skills and competencies, ie how long it takes for students to acquire certain concepts, skills and competencies on a particular topic (content of activity).

Stage 6. In the sixth stage, a system of exercises (assignments) will be developed. The main condition of this stage is the need to pay special attention to the effectiveness of the system of exercises (assignments) developed as a result of the stage.

It is advisable to divide the system of exercises developed at this stage into the following groups:

a) exercises that need to be solved (solved) by students during the training;

b) exercises (homework) to be performed outside the classroom.

The exercises presented to the learners should be complementary, interrelated, interdependent and, most importantly, evolutionary.

Stage 7. In the seventh stage of the design of the educational process, tasks such as monitoring the overall activities of students and the development of a test system are carried out.

II.The main part

Development of a theoretically and practically correct test system allows students to master certain concepts on the topic (content of activities) also allows for a clear and unbiased determination of the levels of ability to form practical skills and competencies. In developing a test system, it is important to ensure that the tests are consistent, integral, and consistent with each other.

Stage 8. The final stage of the design of the educational process is the implementation of the created project (template) in the educational process, ending with the study of the final level (effectiveness) of the educational process.

In methodological research, it is a responsible aspect to describe the problem under study in terms of its own categories, to interpret the terms and concepts, to determine their current level of development, to estimate their future prospects. The problem of designing students' creative activity in mother tongue education is no exception.

The problem of designing students' creative activity in mother tongue education is a modern trend that emerged in the field of methodology about half a century ago. The number of publications devoted to him is growing rapidly from year to year. According to the Australian Alphabet Catalog, the

number of articles on the problem of designing a single education in 1988 was 8 times higher than the total number of articles published on all aspects of pedagogical technology problems.

Currently, in economically developed countries, including the United States, Britain, Germany, China, Japan, Canada, Australia, South Korea, Russia, a large-scale psychological, pedagogical, didactic, methodological, technical, technological research in this area. Although the problem of designing students' creative activity in mother tongue education has been discussed in the scientific literature for several years, the solution to this problem remains open. The views expressed on this issue in the last decade differ not only in content or form, but also in their basic ideas.

III.Analysis and results

Based on the analysis of monographs of foreign state scholars, we briefly comment on the ideas on the design of creative activities of students in mother tongue education. When it comes to teachers and software, F.Amari [1] suggests that teachers be the creators of software, not the user. In this way, the teacher says, he or she can shape his or her teaching idea into a program, improve it through analysis, application, and evaluation. S. Wond et al [2] argue that trained teachers vary in behavior and level of communication, so the teaching system needs to focus on improving student attitudes. S. Demetriadis et al [3] suggested that in order for a teacher to teach, students should learn independently, based on direct conversations.

There are also differing views on forms of teaching based on creative learning (IT). For example, Corol analyzed teacher support methods to develop student skills through information technology (IT). R. Slavin [4] studied how students work in groups under the guidance of a teacher in discussing and analyzing the results during the lesson. T. Cosman [6] studied forms of reading in differentiated learning related to the joint study of a problem using a computer. E. Wenger [5] studied the characteristics of the work of self-forming groups directly in the process of studying the material. Mixed-type teaching methods have also been studied by a number of scholars.

The problem of creative learning of educational content is analyzed in the system of "student and learning material". In this way, we are able to separate the interaction of the student and the content of education, to describe in detail the relationship between the components, the connections. At the same time, the analysis of the interaction, first in terms of the student-reading activity, and then in terms of the learning material-educational content, expands the possibilities of interpreting its process and intermediate features.

In the system of interaction of reading and teaching material, two different relations are distinguished: student and teaching material; reader and real being. The first of these relationships occurs between the reader and the characters (e.g., writing). Because every learning material is materialized in the form of writing or live speech. The second of the relationships takes place between the reader and the real being. The real entity mentioned in the study materials is the field of study subjects.

From the point of view of relationships, reading activity is a two-stage process: 1) collision with conditional signs - in this process we note two different changes: a) the emergence of signs from the student's influence to the perceived state; b) changes in children under the influence of conditional signs - comprehension of signs, the content conveyed by them; 2) transfer of the given content by means of symbols to the corresponding field. In this process, we note two changes: a) the transformation of symbols from the student's influence into their own content, to understand which area of activity of the

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text - the subject of study; b) changes in the mind of the reader under the influence of conditional signs - comprehension, thinking, analysis and synthesis. Consequently, the study of a character (e.g., writing) in a methodology, the description of its properties, the analysis of the relationship between the character and the content it represents is a methodological problem awaiting its researchers. Two of these changes are formal changes "a, a" and two are content changes "b, b".

There are various connections in the process of meeting the conditional signs of learning activities and transferring their content to their field. In essence, connections are divided into two groups: negative relationships, positive relationships. Negative connections are connections that hinder the effective flow of reading activities, preventing children from understanding content connections. They relate to the informational perspective of the learning material. Negative relationships include not understanding the purpose of educational acts, not understanding the connection between knowledge and reality, not being able to distinguish between learning materials, not being able to differentiate certain concepts, terms, and expressions in rules and definitions, and not being able to translate learned knowledge into learning and life situations. Effective learning activities are expected to be achieved by eliminating negative connections.

Children's educational activities will be intensified by reducing negative contacts as much as possible and increasing positive ones. Therefore, knowing and classifying positive connections is extremely important for all those involved in pedagogical activities - both the researcher and the teacher.

Taking into account the innate and derivative qualities of creation in human activity, we define it as a general instrumental worker: Creativity is a productive subjective activity aimed at creating new material and spiritual values of social and personal value, acting in the synthesis of innate abilities and derivative qualities.

The following mechanism for organizing students' creative activity has been proposed (Figure 1).
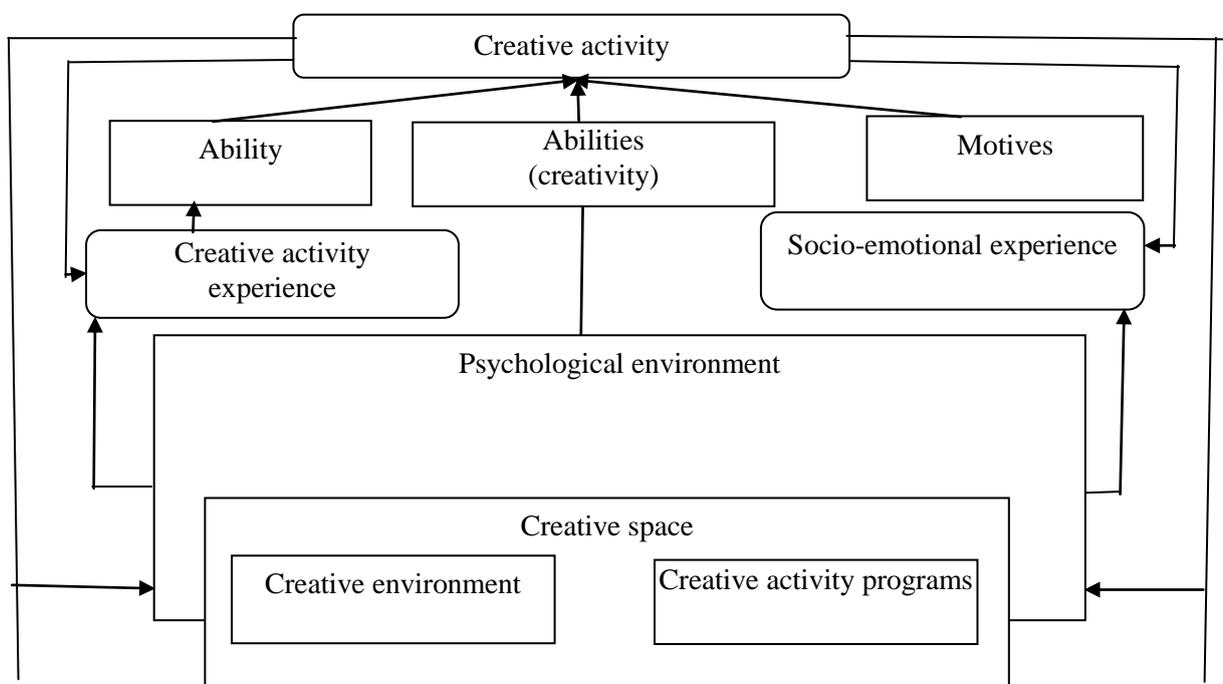
Figure 1. The mechanism of organizing the creative activity of students.

While the philosophical aspect of creativity is concerned with the product of creative thinking - the validity of the discovered knowledge, their existence - nature, society, conformity to the phenomena of thought, the compatibility of theory and practice, sociology deals with the social spheres of creativity - stimulating, directing, overcoming obstacles . Like the above, physiology and cybernetics have areas of study of creativity: if physiology analyzes the phenomena of higher nervous activity - the principles and methods of operation of nerve cells in the process of creative thinking, cybernetics approaches the study of creativity in terms of information processing.

There are also views of psychology and pedagogy on the study of creative problems: psychology deals with the product of creativity in this or that discovery - how the newly discovered law applies to thinking, what are its features, pedagogy studies the development of creative abilities in young people. In our opinion, the psychological and pedagogical approaches in the study of creative problems complement each other: just as it is impossible to cultivate creativity in students without studying the possibilities of creativity, it is impossible to know the functioning of creative mechanisms without developing goals, tools, conditions, organizational forms and methods.

Creation depends in many ways on the cultural environment in which man lives, the processes of conflict with things. Critical assessment of oneself, the activities of others, alternative thinking, the ability to generalize facts, the emergence of new ideas, independent thinking, a position in life are the hallmarks of a creative person's activity. Such personal qualities need to be nurtured. When it comes to creativity, we found it necessary to distinguish two things: a) innate abilities, talents, propensity for creative activity. If a person does not have such qualities as ability, ability, inclination to creativity, he can never be cultivated as a truly creative person; b) derivative qualities formed in human activity through education. The ability to evaluate oneself, the activities of others, to think alternatively, to analyze facts, to generalize, to see the private in general and, conversely, the private in general, to think independently depends in many ways on upbringing. Consequently, the creative person is formed in the synthesis of innate and derived qualities. Like man himself, his creative activity needs nurturing. Without upbringing, a person's innate abilities will gradually disappear.

IV.Conclusion

Clear and well-defined goals and objectives of education provide the basis for the teacher, as well as students to focus on their activities, use time to achieve educational goals, prevent didactic and educational problems that may arise in the educational process, rational use of existing conditions.

There are two kinds of value in human life: social value and personal value. Social value is the importance of creativity in the development of society, the increase of material and spiritual wealth, the improvement of the tools of production. Personal value means the development of the human personality of creativity, the development of thinking, forms of thinking in it, the preparation and training of young people for creativity.

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