

Review Article

**PEDAGOGICAL TECHNOLOGIES FOR THE DEVELOPMENT OF COGNITIVE CREATIVE ABILITIES OF STUDENTS IN THE LESSONS OF THE RUSSIAN LANGUAGE**

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Received: 05.02.2020

Revised: 01.03.2020

Accepted: 06.04.2020

**Abstract**

At present, the problem of the development of cognitive creative abilities of students is becoming particularly relevant. The following article deals with the pedagogical technologies of the development of cognitive creative abilities of students to learn the Russian language. The article provides an analysis of teaching methods to enhance students' cognitive interest in the development of the Russian language disciplines, substantiates the applied system of didactic methods aimed at improving the learning process and developing students' creative abilities. In the process of research, we have identified the essence and structure of cognitive creative abilities of schoolchildren, the skills of cognitive creative activity, the features of the educational process for the development of cognitive creative abilities of students, which include: diagnosis of the student's personality, a holistic and generalized presentation of the goals and objectives of the Russian language and Literature, the feasibility of the unity of forms, methods and pedagogical techniques, an integrated approach to the development of quality of cognitive processes, control over the development of prospecting activities, and fostering a culture of mental processes. In the study we have confirmed the hypothesis of the need for a phased formation of cognitive creative abilities of students, at the same time, we have studied systemic and complete way when using focused pedagogical technology. This is facilitated by the pedagogical technology developed by us, based on the cooperation of teachers and students, including professional self-education of teachers. The implementation of the developed pedagogical technology assumes the unity of training, education and development, contributes to the formation of the student's personality, and increases the level of his cognitive creative abilities.

**Keywords:** Russian language and Literature, the process of the lesson, cognitive creative abilities, technology, training, education, development, personality.

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DOI: <http://dx.doi.org/10.31838/jcr.07.06.89>

**INTRODUCTION**

At all stages of education in the world, special attention is paid to the organization of the educational process aimed at developing students' cognitive, creative cognitive activities as a primary factor in the deep and solid acquisition of knowledge, mastering universal learning movements, the formation of independent thinking. Based on the results of the International Assessment Program (PIRLS, PISA, TIMSS) on the application of acquired knowledge, skills and abilities in everyday life in educational systems of developed countries, pedagogical approaches are widely used to correct and modernize education, improve teaching materials. To organize the cognitive and creative activity of students in the world, to develop students' personality, to cultivate their abilities, moral and aesthetic feelings, to develop their interest and desire to read, to form emotional attitude toward themselves and the world around them, to realize students' intellectual abilities scientific research on assistive pedagogical technologies are also being investigated. The subject of conceptual scientific research of modern pedagogy is focused on creative activities, interests in invention, quick perception of the figurative content of fairy tales, stories, songs, music and creative potentials of students.

Reforms to bring the education system to a new level of quality in our country requires to create all necessary conditions for students at all stages of education to acquire knowledge of the basics of science, spiritual and moral qualities, basic national and universal values, work skills, creative thinking and a conscious attitude to the environment. Thus, there is a need to improve pedagogical approaches to the organization of cognitive, creative activity.

The concept of development of the National Education System until 2030 sets important tasks such as "improvement of teaching methods, gradual implementation of the principles of individualization in the educational process, the formation of healthy, strong and effective motivation to learn from an early age." It is noted that the identification of didactic features of the development of creative learning activities of students, aimed at creating a creative environment in primary education, improving the pedagogical mechanisms of organizing cooperative creative works play an important role in improving the quality and effectiveness of education.

The "State Educational Standard of General Secondary Education", approved by the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 No 187, defines the basic and scientific competencies that need to be developed in the educational process. Among them, the basic competence of "**Self-development**" is the constant physical, spiritual, mental, intellectual and creative development, the pursuit of maturity, independent learning throughout life, the continuous development of cognitive skills and life experience, and the development of their behavior, and acquiring alternative assessment and independent decision-making skills."

**The purpose of teaching Russian in general secondary education:**

- To be able to express students' opinions independently in Russian language in the course of study and work, in various speaking situations in public places, to perceive information heard in Russian, to express their attitude to events;
- The best examples of literature are the development of the ability to treat national values with respect by studying the

creative heritage of great scholars who have contributed to world culture and national culture.

**The main tasks of teaching Russian language are:**

Formation of speaking competencies that develops students' ability to apply the acquired knowledge of Russian in the process of communication in order to work in everyday and professional fields;

Formation of linguistic competencies aimed at developing students' oral and writing literacy in Russian;

Self-development of students' knowledge, the formation of competencies to apply the acquired knowledge, skills and abilities to solve a problem in different situations. [1]

It is obvious that today every teacher tries to find the most optimal ways to develop students' cognitive and creative abilities, modern techniques, methods and technologies of teaching.

The implementation of this task objectively requires a qualitatively new approach to the education and upbringing children. This primarily concerns the development of cognitive interest of students in the learning process. I think that the school should accept each student as an independent person.

**MATERIALS AND METHODS**

"Creativity" is not only success, but a long process of learning to establish relationships with students that not everyone can cope with it. It is important for the teacher carefully approach to each student, to develop creative principles. There is an expression: "Create you ..." I think that this process is important in the lessons of the Russian language and Literature.

The word "creativity" comes from the word "create," and in the generally known sense it means looking for, inventing and creating something that did not occur in past experience - individual or social. "Creativity" is the activity of people aimed at creating a new, never before existing, new ability of a person, actually available material to create a new reality in the process of labor that meets diverse social needs [2, p.32].

And creative tasks are various writing tasks, usually they can be more or less difficult conditions, they contribute to the development of creativity, on the one hand, of imagination and ingenuity in the use of language, on the other hand, the ability to control and critically evaluate their creative work [6, p.88].

In the philosophical dictionary, creativity is defined as "a process of human activity that creates qualitatively new material and spiritual values" [8, p. 34].

In psychology, creativity is the activity of people to create new original socially significant values.

The development of a creative personality in children is becoming one of the important tasks of the modern school. Here the source of self-realization and self-development of a person's personality is contained. Leo Tolstoy wrote: "If a student at school does not learn to create anything himself, then in life he will always only imitate, copy, since there are few of those who, having learned to copy, were able to make an independent application of this information" [9].

It is quite difficult to motivate a modern student to cognitive activity, to finding a path, to a goal in the modern field of information and communication. This happens because children often experience serious difficulties in perceiving educational material. Difficulties are caused by independent search, processing, organization of information and the creation of their information objects and Russian language too. In our opinion, the reason for this lies in the insufficiently high level of development of thinking, especially critical. And this is very important for a person in the modern world, which is entering the new XXI century with a new look of cognitive culture. The creative abilities of the child must be developed already at the

level of preschool age. But it is at school that the process of forming a creatively developed personality begins. A special task in this process belongs to the lessons of the Russian language and Literature. These subjects equally contribute to the development of creative thinking, spiritual saturation of students [10]. A creative person must constantly solve creative problems, create products of creativity, see his results, and strive to improve them. The management of this process is very peculiar. The work must go from within, that is, from the student himself, therefore, it is necessary to stimulate the visual imagination of the child.

Of course, all this may "not work" if you do not provide a special emotional atmosphere in the lesson, free from authoritarianism and dogmatic attitudes. In my lessons I try to provide students with a welcoming atmosphere in which there is a desire to create, a premonition of the joy of discovery; I strive to develop creative thinking. What is creative thinking? How important is its development in school-age children? As a result of experimental research, a special kind of ability was singled out among personality abilities - to generate unusual ideas, deviate in thinking from traditional schemes, and quickly solve problem situations. This ability was called creativity (creative thinking).

Creativity is the ability to be surprised and recognized, the ability to find a solution in non-standard situations; this is a focus on discovering new things and the ability to deeply realize one's experience. I believe that creativity requires four sources: intellectual abilities, knowledge, personality characteristics, motivation [11].

Psychologists and educators regard the internal need for creative activity as an objective regularity of personality development. According to L. S. Vigotsky, creativity is the norm of child development, a tendency to creativity is generally inherent in any child. However, taking part in creative activities, a person can act on the basis of a specific pattern (passive-imitative activity), he can choose one of the many proposed solution options (active-imitative), and finally, he can come up with, create qualitatively new (creative activities). Each student at a certain stage of training is capable of some of these types of activities to a greater or lesser extent. And this must be taken into account by the teacher. Creativity embraces a certain combination of mental and personal qualities that determines the ability to be creative. What is important for the teacher to provide for the educational process to be effective for each child? The main thing in creativity is not external, spontaneous activities, but the inclusion of imagination to solve any educational problem. It is such creative activity that the teacher should awaken each student. There is no doubt that such an activity is inherent in every child, it just needs to be sent to a real educational environment. When imagination, fantasy awakes, the child begins to see, feel, and act differently. He cannot be silent, inactive. Images created by imagination are concretized, materialized in the course of practical activity. In the lesson of Literature, the Russian language, Russian literature, this will be a special sensitivity to the word, its tone and sound. Developing at this stage the child's creative activity, we help him gain confidence in other subjects of the school course.

The role of linguistic is instinct, the wealth of vocabulary is always necessary at any stage of a person's life. This is necessary not only for the successful passing of final exams, a person who owns a vivid speech, imagination, creative initiative, perfectly gets used to the world of any profession; it is easy for him to communicate with people of different social layers of society. In the end, this social order ultimately wants to be fulfilled by a vocabulary teacher, developing interest in the word in his lessons. In such lessons, the cognitive process in which the student is an active participant is important. He himself will be looking for ways to perceive new material, and the teacher only guides him.

One of the leading in the pedagogical process is the TRIZ technology (theory of solving inventive problems). I often use TRIZ elements in literature lessons. For example, when studying the work of I. S. Turgenev "Mumu" in the fifth grade, I use the technology of creative storytelling. It helps to understand the internal state of the hero. I ask the guys to imagine the state of the deaf-mute janitor Gerasim and tell the lady about how Gerasim met Mumu.

I bring the children to the insoluble social question of the relationship between landowners and serfs. We conclude: serfs never understand the suffering of the people. These first emotional impressions will help students to imagine the attitude of I. S. Turgenev to serfdom. The literature program in the fifth grade is full of works aimed at spiritual enrichment of the personality of the fifth grader. The teacher only needs to plan the lessons in such a way as to unleash the creative powers of the little person, because creativity is the most powerful impetus in the development of the child. At this stage, awakening fantasy, imagination is much easier than at an older age, due to the psychological characteristics of fifth graders.

When developing a methodology for the formation of creative abilities, a teacher should consider:

- a) the general level of development of the student body;
- b) age characteristics of the formation of the creative sphere;

- c) personal characteristics of students;
- d) specific features and characteristics of the subject;
- e) positive motives for teaching;
- f) student interest;
- g) creative activity;
- h) a positive microclimate in the team.

All lessons on the development of creative abilities are built taking into account the creative activities of students. The planned pedagogical situation usually bases on the achievements of students, on what they can do and acquire, taking into account their creative capabilities.

If we talk about the so-called "nature" of creativity, we should not forget that creativity does not have "nature", that it is not characteristic of a person from birth. Creativity is a hypothetical human potential or ability, manifested in thinking and activity. A creative lesson is fundamentally different from the traditional form. It is built on a block system.

In this sense, the pedagogical system of NFTM-TRIZ and the development of creative abilities of schoolchildren provide unique opportunities.

The educational process is transformed from the reproductive scheme (Fig. 1) to the scheme of search cognitive activity (see Fig. 2).

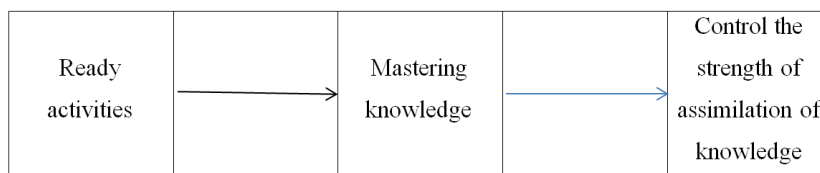


Fig. 1. Reproductive scheme of traditional lesson

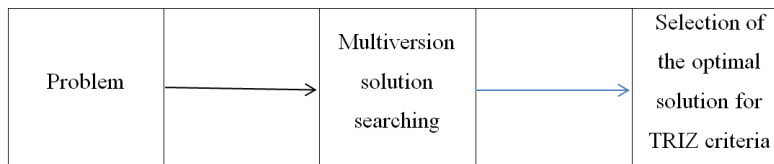


Fig. 2. Searching cognitive scheme of a creative lesson

The structure of a creative lesson includes blocks that implement the objectives of the lesson and adequate goals of creative education in general.

Each creative lesson is represented by an information card. The information map of the creative lesson is presented in blocks (they are eight) [12].

Motivation (surprise). In the lessons of the Russian language that is saturated with complex theoretical material, the surprise moment comes at the beginning of the lesson, the impetus that "launches" the entire educational activity of the children, makes them to look for, discover a new miracle in the further material of the lesson, which also contributes to the development of motivation and lifelong learning. So, conducting a workshop in the fifth grade on the topic "The role of language in the life of society", I usually begin the lesson by turning on soft rhythmic music and declaring that today we have a workshop. Then we find out the meaning of the word "workshop" from the dictionary and choose the one that can correspond to our lesson. Search work is carried out in groups, and each group seeks to find the answer before the others and the lesson successfully conducts."

The content part is based on system integration with other blocks, generally aimed at developing the creative imagination of students. Having interested the children and continuing to

conduct the workshop, I draw attention to the statement of P. Vyazemskiy: "Language is a confession of the people, they hear its nature, its soul and native life ...", which is placed on the cover of the textbook-practice "Russian language". Working on the semantic side of the statement, students rely on their life experience. After discussing the statements, I propose to think about the topic of the lesson and its purpose, as well as the tasks to achieve this goal. Then a cluster is formed. A cluster is a way of graphical organization of material, which makes it possible to visualize those thought processes that occur when immersed in a particular topic. A cluster is a reflection of a non-linear form of thinking. Sometimes this method is called "visual brainstorming."

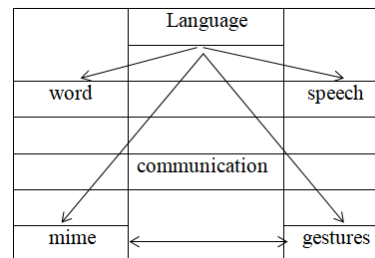


Fig 3. Cluster "Language"

We find out the meaning of the word "language" from the dictionary and select those that we need to understand the language as a means of communication, receiving and transmitting information. We work with the illustrations of the textbook and find out that the language is universal, that is, there are various forms of communication, then a small conversation about the ability to communicate without language. It is difficult and sometimes it is incomprehensible. Conclusion: language is the most important means of human communication.

**Psychological discharge.** It serves as a good emotional discharge for the child. I use various modifications of games. In this lesson, we conducted Linguistic Football. The pupil of the board is the goalkeeper. Children are allowed to "score" him five "goals" - questions. How many goals were saved by the goalkeeper, and received such an assessment.

**Puzzles** present a problem for the student, the solution of which requires an unconventional turn of thought.

The solution to this puzzle caused certain difficulties. But in the group of guys there is always an individual who can do everything. This is what happened in the lesson. The guys were eager to learn how to solve such charades on their own.

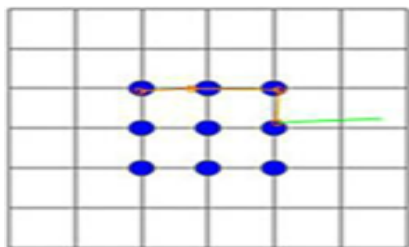


Fig. 4. The puzzle

You need to try and connect nine points with four lines. Intelligent warm-up (IR) activity. Intelligent warm-up activity is like puzzles, allows you to motivate students and include them in creative activities in the lesson.

- The name of Pushkin?
- Who created "Neznayka"?
- Letters with dots?
- A clock on the Spass tower in Moscow? (Carillon.)
- Where a hunter holds a gun? (On the backside.)
- Seven brothers have one sister. How many children in the family (Eight.)
- Why does a person walk and a tortoise crawls? (On the ground.)
- What cannot be returned back? (Time.)
- "Auction": - Guys, you are getting ready for the holiday. What are the words related to happy New Year. The team that names the last word wins. (Christmas tree, gifts, crackers, Santa Claus, holidays, Snow Maiden, skates, skis.)

**Computer intellectual thinking support.** Computer intellectual support (CIP) continues and deepens the ideas embedded in motivational tasks, tasks such as puzzles, tasks of intellectual warm-up. When implementing instrumentation, additional features provided by the computer environment are used. In the virtual environment, the work of the student's visual channel is extremely activated, through interest and the need to solve the problem of the mental plan, familiarization with the work with computer technology takes place. Accomplishment of tasks within the framework of instrumentation contributes to the development of imagination, thinking, attention and memory. I actively use didactic games in the lessons, including computer, game elements I bring into each lesson. This helps to make the learning process not only entertaining, but also more effective. After all, the game transforms the inner world of the child: it

forces him to concentrate attention, to mobilize willpower and intelligence. The excitement that accompanies every game becomes a powerful stimulator of activity. An example of such a didactic game is the educational-game program "Language is my friend."

Work with the program begins when a word with a missing letter lights up in the gate. The student must enter the missing letter in the computer. If the answer is correct, the ball flies into the goal and the player scores a goal. After that, a new word lights up at the gate. In the case of an incorrect answer, the computer informs the student about this, and the word appears in the correct spelling in the penalty column.

Another example is the **Word Color game**, in which the student needs to spell the word correctly. The essence of the game is that a word appears on the computer screen for a short time. The student must read, remember, and then type it on the keyboard. If the word is typed correctly, then it is painted in blue, if an error is made, the color of the word turns red.

**Resume. Reflexion.** The final block in the structure of a creative lesson is a resume. At this stage, the teacher summarizes the results of the lesson and verbally provides feedback with students, reveals their opinion about the lesson [13]. Increasingly, modern teachers began to use at the end of the lesson sinkwein (a technique for developing critical thinking at the stage of reflection). Sinkwein translated from French means "five lines." Sinkwein helps synthesize, summarize information. At first glance, this technology may seem complicated, but if you look, it's simple. Children really like it. Why is this particular technique interesting? This is a form of free creativity, but according to special rules. The technology of critical thinking teaches us to use concepts meaningfully and determine our personal attitude to the problem under consideration. The value is that all this is collected in five lines. So, in a non-standard situation, children learn scientific concepts, apply knowledge and skills. Thoughts are born; mental skills develop [14].

To develop thinking means to develop the ability to think. The rules for writing sinkwein are as follows:

1. On the first line one word is written - a noun. This is the theme of sinkwein .
2. On the second line are written two adjectives that reveal the topic of sinkwein.
3. On the third line are written three verbs that describe actions related to the topic of sinkwein.
4. The fourth line contains the whole phrase, a sentence consisting of several words, with the help of which the student characterizes the topic as a whole, expresses his attitude to the topic. Such a sentence may be a catch phrase, a quote, a proverb or a phrase compiled by the student himself in the context of the topic.
5. The fifth line is a resume word that gives a new interpretation of the topic, expresses the student's personal attitude to the topic. The procedure for compiling sinkwein allows you to harmoniously combine the elements of all three basic educational systems: information, activity and personality-oriented. Our sinkwein:

Language  
 Alive, astonishing,  
 To teach, to explain, to do  
 Friends, keep the language!  
 Communication!

So, language is the most important means of communication. We found out during our lesson. Did you like the lesson? What would you like to change in it? Collective commenting on grades per lesson should be conducted.

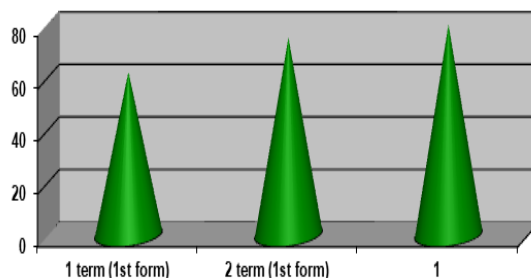


## ANALYSIS AND RESULTS

The applied forms and working methods have helped our students achieve certain results.

The results of testing the level of psychological development of children showed an increase in cognitive activity and an increase in their academic performance.

**The level of development of cognitive activities of students**



The level of Russian language proficiency in the class where I work is 100%, the quality of knowledge 80% - 82% is stable over the past 2 years.

One of the main goals of our pedagogical work is to assist in the self-realization of students.

The formation of cognitive activity of students is an integral part of the educational process. The children learn to be more independent in their judgments, have their own point of view and defend it reasonably. But it seems to us that the most important thing is that the child develops his cognitive activity and educational motivation. And if these qualities are developed, then thinking will develop. And a thinking person is that person whom we are striving to educate.

## CONCLUSION AND RECOMMENDATIONS

1. Creation is an intellectual and practical activity, the result of which is the laws, properties, and proof of new evidence, the creation of original and unique values, as well as the renewal of spiritual culture and the material world, as well as research methods. At the same time, the objectivity and social significance of the novelty of the work was emphasized.
2. The goal in the formation and development of self-development competence is to guide students to a unique goal, taking into account the unique personality of man, to achieve a level of cognitive and creative-intellectual activity as a result of the educational process aimed at developing and maximizing their natural abilities. This requires students to differentiate in the development of competencies, creative and cognitive abilities. This helps them to develop their abilities, their mental courage and self-control, their creative development.

In addition, the use of modern technologies in Russian language lessons requires the introduction of modern trends, and active methods in the development of creative activity of students.

**In addition, every teacher should pay attention to the following:**

- To help students to master computer in order to conduct lessons with a modern equipments.
- Continue to work on enhancing the cognitive activity of students in the lesson and after school hours.

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