

DEVELOPMENT OF INDEPENDENT CREATIVE ACTIVITY IN THE TEACHING PROCESS

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Abstract: In this article, the author gives examples of how to develop students' creative and written skills in the teaching of English, to give them more freedom, and thus to develop their interest in science.

Keywords: creative activity, students, university, foreign languages, language teaching.

Foreign languages have been taught formally for centuries and records of language teaching materials have been around over 500 years. Teaching a foreign language is connected with the development both thinking and emotions and other spheres of a person. Importance and necessity of including of motivational and emotional spheres of a person of a pupil is underlined in the methodical literature of last years on teaching foreign languages. Mastering of the language in artificial conditions, that is out of the surroundings where it is spoken, demands creation of the imagined situations, being able to stimulate a communication in the language. Learnt is also connected with the development of immigration. The article deals with the studying of methods and ways of development of skills of independent creative activity in the course of teaching a foreign language which also promotes the formation and development of intellectual abilities among pupils that will raise the efficiency of teaching and educational process. Independent work is considered to be the specific form of the school pupils' educational activity characterizing by all its features. As a

matter of fact, it is the form of self-education connected with educational activity of the pupil in a class. Various kinds of individual and collective pupil's activity mean independent work. They are carried out by them in class and extra activity at home according to the tasks without direct teacher's participation. Learning a foreign language at home and somewhere else out of class, assumes as a basis of consideration of independent pupils' activity. It represents various kinds of activity with education and bringing up of the pupil's character himself, his independent work should be realized as free for choice, internally motivated activity. It assumes performance by the pupil of number of actions entering into it, the comprehension of the purpose of the activity, acceptance of an educational problem, giving a personal sense to it, submission of other interests to performance of this problem and forms of employment of the pupil.

Mastering a foreign language is connected with the formation of pupils' pronunciation, lexical, grammatical, spelling and other skills. This is the basis of abilities to understand oral speech, to improve speaking, reading and writing. As far as it is known, skills are developed only during regular performance of certain actions of a teaching material, i.e. such actions which allow to listen, say, read and write repeatedly in studied language.

Oral speech and first of all speaking practice is carried out directly in the presence of the interlocutors which role at school is carried out by the teacher and schoolmates. However teaching speaking is supposed to have certain stages for which independent work is the most adequate form.

It is also necessary to include certain links of work on a language material in independent work - acquaintance to it and partially training in its usage. As to reading, this kind of activity is made by the reader mainly alone with itself, hence, independent work quite corresponds to it. Attentive listening to English speech takes place now not only in a class, without preparation, in the presence of the teacher, from its voice or in phonorecord, but there are also audio texts for independent pupils' work, and this form of work is quite applicable to the given

kind of speech activity. Training of writing also assumes certain stages. Speaking of independent work and pupils' work in a class the first one is of more significance.

The lesson-performance is effective and productive mode of study. Usage of works of art of the foreign literature at foreign language lessons improves pupils' pronunciation skills, provides creation of communicative, informative and aesthetic motivation. Performance preparation is a creative work which promotes the development of skills of children's language dialogue and disclosing of their individual creative abilities.

Such kind of work stirs up pupils' cogitative and speech activity, develops their interest to the literature, serves the best mastering of culture of the country of studied language, and also extends of language. The modern approach to studying of English language assumes not only getting of any sum of knowledge in a subject, but also development of own position, own relation to the reading: mutual wondering, empathy and interfaces.

At the English lessons pupils analyze the selected problem, defend their position. Pupils should be able to estimate the read works critically, to state thoughts in written form according to the put problem, to learn to defend their point of view and to make their own decision in an understanding way in a class. Such form of a lesson develops mental pupils' functions, logic and analytical thinking and that is important, ability to think in a foreign language.

The lesson in the form of a musical play promotes development socio-cultural competence and acquaintance with the cultures of the English-speaking countries. Methodical advantages of song creativity in teaching a foreign language are obvious. It promotes aesthetic and moral education of schoolchildren, opens creative abilities of each pupil more fully. Thanks to musical singing at a lesson the favorable psychological climate is created, the weariness decreases, language activity is stirred up. In many cases' it serves also as a discharge reducing pressure and restores pupils' working capacity.

Recently the method of projects gets more and more supporters. It is directed to develop child's active independent thinking and to teach him to remember and reproduce knowledge which are given to him by school, and to be able to put them into practice.

The design technique at work differs by a co-operative character on the project. Activity carried out is creative in its essence and focused on the person of the pupil. It assumes a high level of individual and collective responsibility for performance of each task on project working out. Teamwork of the group of pupils over the project is inseparable from active communicative interaction of pupils. The design technique is one of forms of the organization of research informative activity in which pupils take an active subjective position. Theme of the project can be connected with one subject sphere or have a interdisciplinary character. At selection of a theme of the project the teacher should be guided by interests and requirements of pupils, their possibilities and the personal importance of the forthcoming work, the practical importance of the result of work on the project. The executed project can be presented in the most different forms: an article, recommendations, an album, a collage and many other things. Forms of presentation of the project are also various: a report, a conference, a competition, a holiday, a performance. The main result of work on the project will be actualization of available and getting new knowledge, skills and abilities and their creative application in new conditions. Work on the project is carried out in some stages and usually is beyond educational activity at lessons: a choice of a theme or a project problem; formation of group of executors; working out of the plan of work on the project, definition of terms; distribution of tasks among pupils; discussion the results of fulfillment of each task in a group; registration of joint result; the report under the project; an estimation of performance of the project.

Work by a design technique demands from pupils a high degree of independence of search activity, coordination of their actions, active research,

performing and communicative interaction. The role of the teacher consists in preparation of pupils for work on the project, choice of a theme, in rendering assistance by the pupil at scheduling, in the current control and consultation of pupils on a course of performance of the project with function of participator. So, the basic idea of a method of projects consists in transferring accent from a various kind of exercises on active cogitative activity of pupils during joint creative work.

The specified forms of work are comprehensible in all classes. It is natural that its volume and character of management of it on the part of the teachers differ.

In the methods it is accepted to allocate following levels of independent work:

- Reproducing (copying);
- The semi creative;
- The creative.

Reproducing level of independent work is very important at learning a foreign language as it underlies its other levels, and it is responsible for formation of pronouncing-lexical and grammatical base, for creation of samples in the pupil's memory. Independent work can be carried out in various organizational forms: individually, in pairs, in small groups and the whole class. Each of the named forms urged to create and develop organizational, information, informative and communicative abilities of pupils. These abilities will provide advancement of pupils in language mastering in the unity with the development of their methods.

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