

THE DIDACTIC IMPORTANCE OF CREATIVITY AND SKILLS IN STUDENT ACTIVITIES

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Tayanch soʻzlar: yaratilish, muhit, maqsad, talaba, ixtiro, oʻqituvchi, ijod, mustaqil, ish, xulosa, mahorat, bilim, koʻnikma, malaka.

Ключевые слова: творчество, среда, цель, студент, изобретение, педагог, творчество, самостоятельность, работа, заключение, мастерство, знания, умение, квалификация.

Key words: creation, environment, purpose, student, invention, educator, creation, autonomous, work, conclusion, mastery, knowledge, skill, qualification.

Creativity is not the creation of an object or a work of art, but the ability to approach each task from its own point of view, to think independently about a problem, to relate and analyse all the knowledge gained in the process of studying to real-life events. We need to understand that it expresses new views. Emphasis should be placed on developing students' ability to express their thoughts in writing. Because through this, students express their knowledge more fully and meaningfully. Fostering independence in students during the learning process. Students should not be limited to the topic covered in the lesson. They should look for additional information on the topic, master them, also test how the previous topic will result in practice. As students acquire theoretical knowledge, they should be able to distinguish its important features and rules. They need to be taught the ability to unravel the essence of knowledge, because the topics, rules and definitions covered are only remembered and well mastered. The scientificity of teaching increases. In order to achieve science in education, first of all, it is necessary to use the latest achievements and discoveries of science and technology in the teaching process, to create educational sciences on the basis of science, to acquaint students with research methods. It develops in students the ability to approach various economic phenomena objectively. As the student acquires scientific knowledge, his thinking ability grows and develops. It should be noted that one of the most important tasks of modern personnel is to rationally organize team work in business and management, knowing their identity, abilities, individuality, personal qualities and qualities as highly qualified professionals and talented professionals in all spheres of socially useful work and entrepreneurship is to operate as [2:61]. In this case, the place and role of the sciences of pedagogy and psychology, which study the laws related to human behaviour, character and psyche, is enormous. Improving the quality and efficiency of the educational process largely depends on the extent to which educational tools are provided. The tools that help to carry out the learning process are called learning tools. In general, educational tools help students to gain a deeper understanding of the environment and the nature of the events being studied in the learning process. For the teacher, as an information base, it serves as an important factor in organizing the learning process and controlling knowledge.

Therefore, the pedagogical profession is a great art. Not all educators can easily and spontaneously achieve this art. To do this, the teaching profession, that is, the desire of a healthy generation to become a true coach, has a great passion, a quick and deep understanding of modern requirements, consistent implementation of its scientific, socio-political level, pedagogical skills, well-armed with the idea of independence and ideology. Only hardworking people can achieve.

Engaging in pedagogical activity and pedagogical skill is not an innate talent or a hereditary trait, but a product of research, creative lab or. At the heart of this multifaceted pedagogical activity lies creative work. That is why pedagogical activity is not a standard for all teachers, that is, a standard way of working, but it is formed and developed in the process of creative work of each teacher. In this process, the pedagogical activity, skills and experience of an advanced teacher should be studied by another teacher, used creatively and enriched by advanced experience. The pedagogical skills of the teacher are mainly evident in the

classroom, in the classroom. Because teaching is, by its content and essence, the main job of a teacher in an educational institution [1:61].

Therefore, it should be scientific, ideological and popular, connected with marriage and the level of preparation of students. In the process of education, the teacher and the student need to have a lively language, communication, sincere attitude, respect, cooperation in achieving the main goal. Shallow, practical experience, detached from marriage, general speech and dry exhortation, superficial formal lectures and other lessons do not interest students, do not feed them scientifically and ideologically enough.

Therefore, it is necessary to organize the training in such a way that under its influence, students should have different views, scientific thinking and beliefs in this subject. Pedagogical ability and skill are not easily formed in a teacher. In order to achieve his goal, a person who chooses the teaching profession must constantly study, study and research, work creatively, quickly understand the realities of our independent country and deeply feel the importance of their work for the country. The content of most of the lessons included in the curriculum, aimed at preparing future teachers for creative activities, is aimed at the formation of the teacher-student personality. While this situation has a positive effect on the formation of the teacher as a qualified specialist, it does not serve to master the methods of preparation for creative activities that can be directly applied in his professional and pedagogical activities.

The concept of creativity in the preparation of future teachers for professional activities is interpreted in a certain limited sense, usually in the sense of preparation for the implementation and management of technical creativity. In the process of realization of the national model of training, a person is formed not only in connection with technical or artistic creativity, but also in the formation of research creativity, which requires more in-depth knowledge. The content of most of the lessons included in the curriculum, aimed at preparing future teachers for creative activities, is aimed at the formation of the teacher-student personality. While this situation has a positive effect on the formation of the teacher as a qualified specialist, it does not serve to master the methods of preparation for creative activities that can be directly applied in his professional and pedagogical activities. As students acquire theoretical knowledge, they should be able to distinguish its important features and rules [3:40-45].

They need to be taught the ability to unravel the essence of knowledge, because the topics, rules and definitions covered are only remembered and well mastered. The teacher can use problem-based teaching methods of teaching, which are widely used in the teaching process, in order to form and reveal these skills in students. In doing so, the teacher creates a problematic situation, organizes a discussion for students to solve the problem, asks them consistent questions, and this method is especially useful in imparting economic knowledge. A variety of examples, charts, graphs, and tables can be used to create and solve a situation in order to strengthen students' memory and develop independent thinking. The more rigorously the theoretical knowledge is expressed in teaching, the clearer and more accurate the student's thinking will be, and the more complete, conscious mastery of the teaching materials will be. Students should not be limited to the acquisition of theoretical knowledge in the learning process. They must combine

theoretical knowledge with practice. Achievements in education are based on the interdependence of theory and practice. Only if students can apply their knowledge in practice, if they can apply it in practice, can they become true experts in their profession.

When we look at the history of mankind, the birth of every child from its mother is not just a natural-biological phenomenon of birth, but it is born with buds of a certain ability. But he is a human being, a parent in the family as a person; and in society it is formed through the activities of

educators and various communities in the educational process. As society developed, so did the need to nurture mature, well-rounded individuals, and they changed, renewed, and served society. In the process of creating educational institutions at different stages of human society, theoretical understanding, generalizing and applying the accumulated experience in the field of teaching and educating the younger generation, pedagogical science and pedagogical education emerged on the basis of the needs of society.

References

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РЕЗЮМЕ

Ушбу мақолада ижодий жараёни тадқиқ қилиш, ижодий талаба учун қулай муҳит яратиш, янги нарсаларни ихтиро қилиш, янги модель яратиш, асл санъат асарини яратиш, мавжуд моделини факат кичик томонига ўзгартириш киритиш, мустақил қарорлар қабул қилиш, шахсий ҳулосалар чиқариш ҳақида сўз боради.

РЕЗЮМЕ

Данная статья представляет собой исследование творческого процесса, создание благоприятной среды для творческого ученика, изобретение нового, создание новой модели, создание оригинального произведения искусства, внесение небольших изменений существующей модели, делать независимые решения, приводить личные выводы.

SUMMARY

The article studies creative process, creating comfortable environment for gifted students, inventing a new things, new models, creating a real waster pieces of art, and also there presents some changes into ready objects, independent decisions, drawing personal conclusions.

ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ ОСНОВЫ ОБУЧЕНИЯ СТУДЕНТОВ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ СРЕДСТВАМИ КОМПЬЮТЕРНЫХ ТЕХНОЛОГИЙ

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Таянч сўзлар: олий таълим муассасаси, ахборот коммуникатив технологиялари, инглиз тили, тилни ўқитиш.

Ключевые слова: высшее учебное заведение, информационные и коммуникационные технологии, английский язык, обучение языкам.

Key words: higher educational institutions, ICT, Russian language, language teaching.

Современная образовательная политика активизировала процессы международных контактов, в том числе приток иностранных студентов, обучающихся в узбекских вузах. Расширяется пространство взаимодействия, общения в сфере учебной, научной, духовной, социокультурной деятельности, что обеспечивает возможность разностороннего обмена информацией. В этой связи возникают новые направления в образовательном поле как в Узбекистане, так и за рубежом. Многие узбекские вузы считают подготовку русскоязычных кадров одним из приоритетных направлений своей деятельности. Обучение учащихся русскому языку в современных условиях требует не только специальной профессиональной подготовки педагогов, но и специфических форм, методов и средств обучения. В этом направлении действует ряд педагогических факультетов, где проходят подготовку преподаватели русского языка и литературы для профессиональной деятельности со студентами, аспирантами, стажерами.

Анализ отечественного и зарубежного опыта обучения иностранному языку показал, что эта система обладает возможностями совершенствования, обусловленными современными компьютерными технологиями. В настоящее время система обучения русскому языку как иностранному не вполне удовлетворяет потребностям современного общества. Так, привлечение в педагогической практике компьютерных технологий для повышения эффективности обучения языку является недостаточным. Наблюдается явное несоответствие уровня теоретического осмысления этих технологий потребностям практики, накопленному опыту и современному уровню развития педагогической науки.

Таким образом, можно констатировать противоречия:

- между содержанием и формами информационно-компьютерной подготовки преподавателей вуза для работы со студентами, их недостаточной компетенцией

в этой области и отсутствием системного теоретического знания в подготовке преподавателей для работы с информационно-компьютерными технологиями;

- между возможностями компьютерных технологий обучения, личностными потребностями учащихся в этих технологиях и реальной педагогической практикой обучения русскому языку как иностранному в вузе, которая строится в основном на традиционных подходах и не использует компьютерный ресурс в должной степени.

С учётом этих противоречий определена проблема исследования, которая может быть сформулирована следующим образом: педагогические основы обучения студентов русскому языку как иностранному средствами компьютерных технологий.

Проблема исследования определяет и его цель, заключающуюся в разработке педагогических основ компьютерного обучения иностранных студентов русскому языку, более эффективного по сравнению с существующей психолого-педагогической профессиональной практикой.

Исследование опирается на работы, связанные с исследованием познавательной активности и средств ее формирования, проблемами развивающего обучения, разработкой способов формирования познавательных потребностей и ценностных ориентиров, развитием социализации-индивидуализации личности в онтогенезе, развитием исследовательской культуры будущего педагога, научными основами готовности к профессиональной деятельности, знаниями об общих закономерностях профессионального развития педагогов.

В работе применяются следующие методы исследований:

- теоретический анализ современной литературы по профессиональной педагогике и психологии, её семантической детерминации;