

DEGREE AND RELATIONSHIP OF INCREASING THE CREATIVE ACTIVITY OF STUDENTS OF TECHNICAL HIGHER EDUCATION IN THE PROCESS OF TEACHING FOREIGN LANGUAGES

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Abstract

The article examines the level and relationship of increasing the creative activity of students of technical higher educational institutions in the process of teaching foreign languages. The project method serves as the basis of cognitive and creative activity of students in foreign language learning activities in technical higher education institutions.

Keywords: technical higher education institution, student, creative activity, foreign languages, teaching process, cognitive and creative activity.

Today's requirements are that current and future students should not only be highly educated, and have professional creative skills, but also have the ability to make active and independent decisions, an alternative education that allows maximum consideration of students' interests, inclinations, opportunities, value and professional directions. contributes greatly to the emergence of forms. In this regard, two types of educational institutions have emerged in the field of higher education. At the same time, in the formation of educational programs (of course, while maintaining the basic general standards and level requirements), in the selection of textbooks, the options for selection in control methods have been significantly expanded.

A differentiated approach is of particular importance here. So, physics, chemistry, for example, objects of control in the teaching of physics and chemistry are, first of all, knowledge of relevant laws and theories. The main goal of teaching a foreign language is the acquisition of communication skills in this language, that is, the development of communication skills: the ability to read and understand, the ability to carry out oral dialogic communication within certain language boundaries; the ability to make short oral monologue messages, etc. [3].

Today, on the basis of the elimination of interfering factors that prevent the development of skills in accordance with the content of educational goals: the use of a foreign language as a means of communication. Therefore, every teacher should take into account such activities, which involve not only doing exercises but also using language as a means of communication, to determine opportunities for students to demonstrate language skills when preparing for a lesson. In modern conditions, the demand to determine, first of all, the quality of mastering the material studied by a future specialist in a foreign language, and the ability to apply the acquired knowledge in practice are increasing.

Today, the ideas of pedagogical cooperation (alternative forms of education are based only on this form of teaching) have acquired a new meaning in connection with the intensive search for ways to fundamentally change the educational process. One of these directions is the organization of joint activities of teachers and students in the educational process using existing test methods to control knowledge. Information about the level of knowledge of students allows the teacher to make quick corrections based on creative feedback, taking into account the individual speed of acquiring new language knowledge and communication skills. Consistent data on student achievement change provide a solid foundation for a true transition to an individualized approach to learning, long heralded but not yet fully realized.

In such a process, the main thing is teaching based not only on the logic of the subject and the time allotted for its mastery, but also on the basis of the students' own knowledge. Only the correct and rational consideration of individual achievements and the necessary specific support (the need for flexibility in choosing levels in the test) creates real pedagogical conditions for the emergence of a real creative environment in the educational process. Thanks to this, new perspectives are opening up for the improvement of pedagogical activities based on step-by-step intensive adaptation of brainstorming, kinetics, Delphi technologies, adequate operations to educational paradigms that develop goal-oriented action algorithms.

It has led to an increasing interest in modernizing the effective developing forms of alternative education in modern conditions: brainstorming, kinetics, Delphi technologies, and the system that develops the algorithm of goal-oriented actions of adequate operations. It seems important to emphasize again the close connection between control and learning. Control cannot be considered only as a learning stage (at the same time, because it often occurs at the level of the result) and only as a means of implementing feedback. Control and learning are interrelated concepts and are meaningfully related. It can be emphasized that what is learning is testing, that is, what is taught is also tested. In other words, if the effectiveness of achieving the goal is not checked, then this goal and the content corresponding to it are not given importance, they are not consciously taught, therefore, the results achieved are not checked. This does not mean examination is an integral, specially allocated stage of the educational

process. Sometimes it should be singled out, sometimes it is "blurred" throughout the entire learning process and is carried out by itself during the learning process, but it should be regularly carried out as an integral component of the focus of the teacher's attention, inspection, and control. At the same time, the control should be economical, without spending extra time, but always the technologies related to training should be creative, that is, not an addition to it, but should be one of the creative actions of the training itself. In our opinion, the student's communication skills are the leading component in the process of testing.

The presence of interest is one of the most important conditions for a creative attitude to activity. Making the student interested in controlling his knowledge is one of the most important tasks of the educational process. This rule is especially important in the organization and implementation of alternative forms of education.

In the conditions of pedagogical cooperation (pedagogue and student), the main thing is such teaching, which is derived not only from the logic of science and the time allocated for its mastery in the curriculum but also from knowledge skills and abilities. the students themselves. Only accurate and timely consideration of individual achievements and the necessary concrete support create real conditions for the emergence of a truly creative environment in the educational process. Thanks to this, new prospects for using the test system in improving pedagogical activity are opening up. Students should be interested in acquiring and improving communication skills in a foreign language.

It is known that communication becomes a creative, personally motivated process when the student does not just imitate the activity that works with a certain skill, but has a motive for the activity. Observations in the educational process of those who want to teach communication in a foreign language in technical higher education institutions show that one of the serious reasons for failure is low communicative motivation. As stated, "the creation of oral texts by students sometimes takes place in a kind of socio-ethnographic vacuum, in which individuals deprived of individuality, age, gender, emotions, real needs, social or family relationships "act" [1].

Perhaps, in order to overcome this deficiency, first of all, it is necessary to understand the important place of role behaviour in the management of students' learning and cognitive activities. The experience of intensive teaching of foreign languages allows us to conclude that there are great opportunities related to the role and the main purpose of using role communication in teaching.

Educational communication in intensive education implies the presence of constantly active communication subjects, who are not limited to simply perceiving and reacting to the message but also strive to express their own reaction to it, always showing a personal character. This means that in intensive training, it is necessary to take into account the personal characteristics and psychological characteristics of the listeners participating in the communication. We talk about the personal organization of the

educational process because it is accepted as the goal of its verbal or non-verbal action in conditions as close as possible to joint activities outside of education. But for the teacher, this communication is planned, organized and managed for the purposes of forming, developing and strengthening the skills and abilities of all types of speech activities of educational and creative importance. A dual or two-way interpretation of the function of learning communication in intensive training is interpreted as "two-dimensionality" and is indirectly related to the phenomenon of goal setting [7].

At each stage of teaching a foreign language, the teacher is recommended to use technologies for psychological and pedagogical conditions that allow students to pave the way in the process of self-education and self-development, and orient them to creative hobbies.

Diagnostics of the development and interaction of different methodological theories in the field of teaching foreign languages in the creative activity of students, and the practice of their application show that it is not effective to carry out contradictory or incompatible methodological approaches to higher education at the current stage.

A foreign language is one of the phenomena associated with the interpenetration of the whole and individual important socio-cultural phenomena, and its impact on diagnosis in an increasingly complex society is increasing. The inextricable connection between foreign language and thinking, and personal activity creates a double opposition of categories: "foreign language". On the one hand, a foreign language has a certain potential for the development of society, it stimulates the development of communication. But on the other hand, a foreign language threatens the individual and society, the communication system, and its functionality, up to sociocultural division. These trends contradict each other and increase the problem of society. Thus, a foreign language has a dual nature.

Strategic or compensatory competence refers to the ability of students to overcome difficulties in direct communication by choosing the most suitable speech material for solving a given communicative task, for example, by asking to re-ask, to formulate what was said [3].

Thanks to a foreign language, a person gradually comes to understand the differences that exist in the world, to understand the problematic features of his existence in the world. As a result of understanding a foreign language, a person not only begins to understand the difference in the world, but also defines his own limits in the social environment, the possibility of changing them.

In conclusion, based on the analysis of various approaches to reveal the essence of the creative concept, we understand the development of creative activity as a meaningful process of organizing active knowledge activities of students. The result of this is a change in the quality of the student, which is manifested in the pursuit of knowledge, independent thinking, finding a new approach to solving educational problems, considering a new problem in the traditional process, building a completely new

solution, different from the previously known processes. All of this creates an opportunity to reveal the student's abilities, create self-awareness, and the acquisition of knowledge at the maximum level! Experienced in implementing creative procedures (heuristic methods, analysis, synthesis, associative mechanisms, etc.), at the same time, forming skills for solving problems.

Taking into account the structural and meaningful forces of self-organization and self-development, it should be noted that the condition for the development of the student's creative activity is the student's motivational structure, the benefit of active cognitive interest in the creative nature of education, and cognitive activity. If the efforts of the teacher and the student are aimed at the development of internal motives of cognitive activity that activate mental abilities, interact with each other and encourage them to go beyond the given scope, the first condition is fulfilled. The second condition is to ensure that students are engaged in creativity. Then forced reproductive actions are part of the creative process. This educational process is understood not only as mastering mechanisms but also as a process of developing student qualities necessary for cognitive activity and creativity.

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