

IMPROVING FOREIGN LANGUAGE TEACHING METHODS BASED ON A CREATIVE APPROACH TO FUTURE TEACHERS

Kurbonova Makhliyo Arslanovna

Master's student. Jizzakh Pedagogical Institute

Annotation

This article focus on a creative approach to future teachers for improving foreign languages. In this article the stages, factors, opportunities and components of the development of creative qualities in future foreign language teachers are described.

Keywords: creativity, methods, language learners, education, pedagogy, experience.

Introduction

Radical improvement of the education system in our country is recognized as a priority of state policy. To achieve this goal, new models of education are being developed, the theoretical and methodological basis of which is being scientifically and practically proven by leading experts. In the system of training qualified specialists, the study of specialized subjects is of great importance. Because professional and personal competence (knowledge, skills and competencies) related to the specialty is mainly formed in the process of studying the subject of the specialty. As a result of unconventional improvements in teaching methods in higher education, educational goals are set or projected, the expected end result - a positive change in quality is guaranteed, the necessary adjustments to the educational process can be made.

The Concept of Development of the Higher Education System in the Republic of Uzbekistan until 2030 aims to improve the quality of training of specialists with higher education, independent learning of students, critical and creative thinking, systematic analysis, formation of entrepreneurial skills, strengthening competencies

in the learning process introduction of focused methods and technologies, focusing the educational process on the formation of practical skills, in this regard, a wide range of advanced pedagogical technologies, curricula and teaching materials based on international educational standards measures for implementation to have been identified.

Creativity "is evident in decision-making on issues of education and upbringing in different situations, which characterizes the creative activity of the educator." In essence, the development of creative qualities at higher education teachers is due to the fact that they are fully aware of the basics of pedagogical, psychological and professional sciences, the formation of skills and abilities to actively apply the acquired knowledge in practice. As with any personality, creativity in educators, as one of the qualities of a creative and professional nature, develops at certain stages. Observations of educational practices, the study of the activities of students and trainees, the use of diagnostic methods have shown that creativity in teachers is formed and developed.

Methodology and Discussion

It has not been long since the concept of "creative pedagogy" began to be used in modern pedagogy. However, the need for innovative and creative approaches to the teaching process has led to the formation of "Creative Pedagogy" as an independent subject among a range of pedagogical disciplines. The basis of this subject is the methodological ideas of such disciplines as the history of pedagogy, general and professional pedagogy and psychology, methods of teaching special subjects, educational technology and professional ethics. The general principles of the subject of "creative pedagogy" serve to create the necessary conditions for the professional development of professionals, including future professionals. The professional development of a person as a specialist is, in essence, a process.

Professional maturity is an important period of human ontogeny, from the time of professional development, the development of ideas of development (14-17 years) to the end of professional activity (55-60 years). The formation and development of

a creative person depends on the interaction of changes in his inner and outer world, socio-economic conditions and the human ontogeny - the content of activities that require continuity, succession from birth to the end of life. As you know, professional experience is an integration of knowledge, skills and abilities. However, the acquisition of professional skills is not only the integration of practical skills and abilities, the development of methods and tools for effective organization of activities as a specialist, but also awareness of the methodology of professional creativity, development of creative thinking and creativity. requires adequate mastery of personal qualities of character. The formation of a creative personality can be defined as the development of an individual in the creation of creative activities and creative products in a mutually compatible manner. The speed and scope of this process depends on biological and social factors, individual activity and creative qualities, as well as existing conditions, vital and professionally conditioned events. Today it is important for educators to be creative. In recent years, the education system of leading foreign countries has paid special attention to the formation of creative qualities on teachers. This was followed by Bronson Merriyman (2010), Ken Robinson (2007), Fisher Frey (2008), Begetto Kaufman (2013), Ali (2011), Treffinger (2008). Many studies have been conducted by Only Ken Robinson's 2007 "Is School Destroying Creativity?" The video has been viewed 5 million times on YouTube. In addition, teachers are serious about learning the basics of creativity (Begetto Kaufman, 2013). Literature on the formation and development of creative approaches and skills of teachers in pedagogical activities is published, non-traditional lessons based on videos prepared by the Department of Education are organized (Ali, 2011; Department of Education, 2013). Despite significant practical work, many teachers are still unable to master the experience of how to effectively shape the creative qualities of the individual (both themselves and students).

All of the above steps are equally important in the organization of pedagogical activities for students to master the qualities of creativity. According to Patti Drapeau's approach, the following steps and ideas are important in shaping and

developing students' creative skills: Idea 1. "Stop and Start" Introductory Questions

The following situations will help students develop fluent thinking skills: Possible situations, ways to solve the problem, strategies that serve a purpose, use of inventions and objects for other purposes, the first thought that comes to mind when talking about a certain person, object or situation, expressing an idea differently, doing different things differently, analyze the outcome of the situation, words that describe objects and situations. Brainstorming exercises have a great effect on the formation of flexibility. By this method students will need to come up with not just a series of ideas, but a variety of ideas. The following questions can be used to stimulate flexible thinking in students: ... what are the possible consequences of the situation? ... what methods can be used in the implementation? If ... then what could it be? What do you think needs to be changed in life and in the education system? ... Make a list of situations, problems, and topics that may affect you. ... what are the ways to develop? The use of the following questions in the formation of originality activates students to give original answers: How to develop ...? Make a list of ways to improve ... Invent the ...? Think of an original idea in ...? What is your approach to implementing ...? Enter your suggestion when creating ...? In the development topic, the following questions will be helpful in getting appropriate answers from students: Add to; ... build; Expand ...; Increase ...; Develop

Idea 2. "Stop and Start" Questions in Different Categories Teachers often tend to ask the same questions. This leads to uniformity. Questions from different categories help students develop skills such as giving unusual answers, guessing, and predicting the outcome. Questions like these include: What would happen if ... (be)? For example, if the American Civil War had been won by the Southern States, not the Northern States, what would have been the result? What would human life be like without the units of measurement? What would our lives be like if Thomas Edison hadn't invented the light bulb? Other methods of use. For example, for what other purposes and in what situations can mobile phones be used? What are the other uses of disks used to enter data into a computer? Improving the product (subject, object, law, etc.). Improve weather forecasting equipment. Striving for the future. Write down

the opinions of celebrities on various issues, the education system, possible attitudes towards political regimes. Cause and effect. For example, write the causes and consequences of the Civil War. Write the causes and consequences of the behavior of the protagonist of a literary work. Give the causes and consequences of waste recycling. Idea 3. "Stop and Start" Counter-mental attack strategy a counter-attack strategy is to look at a problem from the opposite perspective and analyze it in a different way. This strategy not only requires students to think freely and conscientiously, but also allows them to develop a variety of original ideas and opinions. The ideas for a counter-attack strategy can be as follows: To pollute the air more than to prevent it. Not wasting drinking water, but wasting it. Create unpleasant situations instead of making others happy. Promote negative thinking, not positive thinking. Being second, not excellent. Idea 4 "Stop and Start" Expressing a point of view. This strategy can also be called a debate. In doing so, students must prove their point of view, taking into account the views of others. The teacher divides the students into two groups and introduces two different points of view. Each student writes a short essay, defending their point

Rejection of pre-planning of lessons, formation and development of critical, creative thinking on students, creative thinking, forcing them to come up with new ideas, changing attitudes to education, encouraging them to succeed 'will be a key factor in the battalion. What is lacking in the classroom is creativity.

Due to the teacher's lack of creative qualities, students also have interesting and wonderful ideas, but are slow to express them. Therefore, the methods used in the educational process are not designed to help students develop free, independent thinking skills. The tools and strategies recommended by the author are useful for teachers in developing students 'creativity and develop students' interest and aspiration to study academic subjects.

Conclusion

Based on the above, it can be concluded that the systematic study of pedagogical needs, interests, areas of special importance of students, while identifying effective ways to overcome the counter suggestive, thesaurus and

interaction barriers encountered in the organization of their creative activities. The organization of the English teaching process on the basis of ideas, concepts and best pedagogical practices that serve the creative interests and needs of future foreign language teachers also serves to form a meaningful and active approach to the development of creativity. Based on the development of their creative skills, it is necessary to pay special attention to the development of their specialized pedagogical competence, including the widespread use of modern information and communication technologies, innovative strategies, interactive teaching methods and technologies. Experts note that the development of creatively oriented educational programs to ensure the effectiveness of the reproductive, creative-research and innovative stages of development of creative abilities of students in higher education institutions and the development of students' creative skills and abilities. should be evaluated. Improving curricula and technologies aimed at the continuous development of creative competencies of future English teachers in higher education, as well as the creation of modern information and methodological support to develop the creative abilities of students will increase the effectiveness of the process.

References

1. Resolution of the President of the Republic of Uzbekistan dated December 10, 2012 No PP-1875 "On measures to further improve the system of learning foreign languages."
2. Pedagogy: 1000 answers to 1000 questions / Methodical manual. U.I.Inoyatov, N.A.Muslimov, M.Usmonbaeva, D.Inogomova. - T.: Tashkent State Pedagogical University named after Nizami,
3. Hoshimov O. Yakubov I. Methods of teaching English. T., - 2003
4. Dolgorukov A. Method case-study as sovremennaya technology professionalno-orientirovannogo obucheniya: <http://www.vshu.ru/lections>.
5. Drapeau Patti. Sparking student creativity (practical ways to promote innovative thinking and problem solving). - Alexandria - Virginia, USA: ASCD, 2014.
6. Innovative educational technologies / Muslimov N.A., Usmonbaeva M.H., Sayfurov D.M., Turaev A.B. - T.: "Sano standart" publishing house, 2015. - 81 p.