

## DEVELOPMENT OF INFORMATIVE AND CREATIVE ABILITIES AS NECESSARY CONDITION OF THE ORGANIZATION OF PROBLEM TRAINING

Mahmudova K.O.<sup>1</sup>, Avulova D.M.<sup>2</sup>, Radjabova D.Z.<sup>3</sup>, Juraeva G.B.<sup>4</sup>,  
Murodullaeva Sh.A.<sup>5</sup>, Tilavova N.O.<sup>6</sup> (Republic of Uzbekistan)

Email: Mahmudova516@scientifictext.ru

<sup>1</sup>Mahmudova Kamola Olimovna – English Teacher;

<sup>2</sup>Avulova Dilnoza Ma'ruffjonovna – English Teacher;

<sup>3</sup>Radjabova Dilsora Ziyodullaevna – English Teacher,  
SCHOOL № 1;

<sup>4</sup>Juraeva Gulchehra Botirovna – English Teacher;

<sup>5</sup>Murodullaeva Shahlo Azamatovna - English Teacher,  
SCHOOL № 7,

<sup>6</sup>Tilavova Nafisa Orzikulovna - English Teacher,  
SCHOOL № 24,

KYZYLTEPA DISTRICT, NAVOI REGION, REPUBLIC OF UZBEKISTAN

**Abstract:** work of the teacher is always a very difficult process. And presently, when prestige of a trade falls everything complicates greatly. In the sphere of art the circle of the problems facing the teacher, is especially wide, from here there is special complexity of our trade. All our activity assumes the creative approach to work. Maybe, it is the basic of difficulty. You cannot learn to be a creative person, but it is possible to learn, to work creatively. For this purpose we also aspire to form in pupils character, will, persistence in mastering of knowledge, love to work. All these qualities help to bring up a professionally competent teacher. To teach the pupil to approach creatively to employment, the teacher should aspire, not present all in an open kind, and always to give "food" for reflexion in homework.

**Keywords:** ability, development, listen, creatively, activity, level, language.

## РАЗВИТИЕ ИНФОРМАЦИОННО-ТВОРЧЕСКОЙ СПОСОБНОСТИ КАК НЕОБХОДИМОЕ УСЛОВИЕ ОРГАНИЗАЦИИ ПРОБЛЕМНОГО ОБУЧЕНИЯ

Махмудова К.О.<sup>1</sup>, Авулова Д.М.<sup>2</sup>, Раджабова Д.З.<sup>3</sup>,  
Жураева Г.Б.<sup>4</sup>, Муродуллаева Ш.А.<sup>5</sup>, Тилавова Н.О.<sup>6</sup>  
(Республика Узбекистан)

<sup>1</sup>Махмудова Камола Олимовна - учитель английского языка;

<sup>2</sup>Авулова Дилноза Маъруфжоновна - учитель английского языка;

<sup>3</sup>Раджабова Дилсора Зиёдуллаевна - учитель английского языка,  
школа № 1;

<sup>4</sup>Жураева Гулчехра Ботировна - учитель английского языка;

<sup>5</sup>Муродуллаева Шахло Азаматовна - учитель английского языка,  
школа № 7;

<sup>6</sup>Тилавова Нафиса Орзикуловна - учитель английского языка,  
школа № 24,

Кызылтепынский район, Навоийская область, Республика Узбекистан

**Аннотация:** работа учителя всегда очень сложный процесс. И сейчас, когда падает престиж профессии, все сильно усложняется. В сфере искусства круг проблем, стоящих перед учителем, особенно широк, отсюда особая сложность нашей профессии. Вся наша деятельность предполагает творческий подход к работе. Может быть, это основа трудностей. Вы не можете научиться быть творческим человеком, но можно научиться работать творчески. Для этого мы также стремимся формировать у учеников характер, волю, настойчивость в усвоении знаний, любовь к работе. Все эти качества помогают воспитать профессионально грамотного учителя. Чтобы научить ученика творчески подходить к занятиям, учитель должен стремиться не предъявлять все в открытом виде и всегда давать «пищу» для отражения в домашней работе.

**Ключевые слова:** способность, развитие, слушание, творчество, активность, уровень, язык.

Pupils should be able to listen and hear, observe and do the pupil selection. In the conditions of globalisation and information of a modern society new demands are made to XXI century formation. According to researches of sociologists the most "required" abilities in the modern world is ability to creative development and self-development, ability to acceptance of the creative decision in the course of a dialogue. Therefore it is necessary to give special attention to development not only intellectual, but also creative abilities of trainees [1].

According to our research the creative activity, gives pupils of comprehensive schools opportunities for display of own individuality. Direct, active participation of schoolchildren in the given activity, at the level of complexity, opens the big prospects in business of complex development and formation of creative potential of the person. Besides, comprehending secrets of English language, school children get acquainted with private world of the western person, with its outlook etc.

Practice has shown that positive transformations of society cannot be reached within the limits of traditional model of training. For realisation of the purposes of the formation which have been put forward at the given stage, change of fundamental bases of training, working out of effective training technologies is necessary. It is especially actual, when many educational institutions prefer, disregarding the exit which has outlined today on humanistic relations, personal

dialogue and interaction of participants of complete pedagogical process to traditional methods of training. In a modern psychology-pedagogical science there is variety of the researches devoted to features and laws of personal development of pupils.

Prompt changes in all spheres of life of a society have put acute the system of education' problems on which to solve these problems means to preserve and increase the cultural potential of the country. It depends on opportunities of an education system. One of such problems is the problem of development of independent activity of children in the course of training which is an integral part of wider problem of realisation of creative potential of the person. The major external conditions of development of research (creative) activity of children are the enriched developing surroundings meeting, special informative requirements and pupils' possibilities, their personal features, and also a recognition of value of creativity of the child important for (teachers, parents). Developing of independent activity of children of school age will be provided in the event that the mode of study will be constructed on the basis of psychological laws and development principles, and to correspond to informative requirements and possibilities of children, their personal originality. On the basis of a conceptual mode of study of pupils of high schools the system and technology of support and development of the general abilities of children and teenagers in the conditions of the school training, providing integrity and a continuity of development of children is developed from the moment of their receipt in school and before its leaving.

The many-sided sense of a global theme of each academic year reveals by means of sequence of interdisciplinary generalisations, that is such ideas which are fair in relation to variety of areas of knowledge. Interdisciplinary generalisation demands from the child of a high level abstraction that expands the possibilities of the decision of challenges. Besides, it allows to connect the general thread various school subjects (which quantity as avalanche increases in process of a growing of the child), providing with that integrity in the maintenance of training and development in schoolchildren complete, system outlook. Thus it is important that subjects do not disappear, do not lose the independence and specificity. They bring special "contribution" to opening and the proof of interdisciplinary idea, on the one hand, and are substantially enriched and as much as possible "adapt" to level of informative requirements and possibilities of children which study them with another[2].

The aspiration independently and creatively to seize knowledge, to carry out the tasks demanding display of criticality of mind, imagination, dream, - here are the main conditions for great interest for school subjects. The system of development of children in the conditions of the school training, developed on the basis of the offered model of creative training is the significant positive factor of cognitive and personal development of pupils at all stages of school training. It provides achievement of good results of development of intellectual

and creative abilities at the majority of schoolchildren, promotes formation of a research position of the person, its creative self-realisation in various spheres of activity in an adult life. In the greatest measure it meets requirements and possibilities of children, different informative requirements, high requirement for intellectual loading and judgement of the world, persistence in purpose achievement, high intellectual and creative abilities. At the same time, it makes positive impact on intellectual and personal development of a considerable part of children with indicators of intellectual and creative abilities slightly exceeding an average level, but with high motivation to the doctrine. The experience got in games of this kind, can be used by pupils further on speaking foreign language.

Lexical games concentrate attention of pupils exclusively on a lexical material. They help to get the vocabulary and to increase it, to illustrate and fulfill the use of words in dialogue situations. There are various kinds of lexical games:

**Grammatical games** urged to provide ability of pupils practically to apply knowledge on grammar, to stir up their cogitative activity directed on the use of grammatical designs in natural situations of a dialogue.

**Stylistic games** pursue the aim of teaching pupils to distinguish official and informal styles of a dialogue, and also to apply each of them correctly in different situations.

**Speech games** teach the skill of using language means in the course of fulfilment of the speech act and make a start from a concrete situation in which speech actions are carried out[3].

Games for training urge to help reading and listening with the decision of the problems connected with data VRD. And in the basis they assume work of pupils with the text: coding and an illustration, guess, designing, paraphrase, compression/expansion etc.

Games are very important for forming pupils' informative interests. They promote the realised development of a foreign language. They promote development of such qualities as independence, initiative; to educate the feeling of a collectivism. Pupils work actively, with enthusiasm, help each other, listen to the companions attentively; the teacher only operates educational activity. It is necessary to note efficiency a role game as a methodical way of training raises, if the teacher defines duration of speech dialogues correctly. Duration of optimum working capacity of pupils of elementary grades in a dialogue reaches five minutes. The expediency of use of role games, in 1-4 th forms is caused by the fact that children prefer the group form of study. For them joint activity and a dialogue get the personal importance, they aspire the development of new forms and ways of a dialogue, knowledge of other people of a dialogue, the organisation of mutual relations with contemporaries and adults.

At all variety of plots in games the same maintenance essentially is activity of the person and the relation of people in a society. Essential psychological feature

of children's role game isn't its utilitarian character defining appeal of the process of game. Participation in it is accompanied by the diverse and strong emotions connected about breakdown of own forces, self-affirmation. Role game is under construction on interpersonal relations which are realised in the course of a dialogue.

Game use in class allows to form and develop pupils at trained skills and abilities to find out the necessary information, to transform it, to develop on its basis plans and decisions, both in stereotypic and unstereotypic situations. It means that educational game can act as the means of pedagogical science. Most active educational game is used on fulfilment in foreign languages that speaking features of the given subject overall an objective – teaching language as a dialogue means. Game helps to provide a mutual dialogue of all participants and motivates participants' active speech. It is necessary for formation of creative independent initiative thinking:

1) To create the external and internal conditions providing a high emotional inclusiveness (by principles of good, fascinating games) through:

- Children's creation and understanding a freedom in choosing the ways and means of achievement of the purpose at lessons;

- Understanding of possibility of "loss" at wasteful actions and the overestimated claims;

- Comprehension of dependence of "prizes" from own knowledge, skills, from ability of risking, which is well-grounded;

2) The teacher shouldn't be in a position of «the senior companion» or the partner equal in rights, and the commentator and the leader of game-lesson, the adviser;

3) To give pupils independence in their actions, to create conditions at which they should not count on the help of the teacher. Such lessons combine with lessons-consultations. Children, besides, have the additional information materials facilitating fulfilment of a problem;

4) In every possible way to encourage originality, a non-standard, efficiency of thinking.

### *References / Список литературы*

1. *Haines S.* Projects for the EFL Classroom: Resource materials for teachers. - Walton-on-Thames: Nelson, 1991. P. 108.
2. *Nematova M.E., Shononova N.E., Berdiyeva S.Ya., Shukurova Sh.M.* Definition and examples of zoomorphism // VIII international correspondence scientific specialized conference «International scientific review of the problems of philisophy, psychology and pedagogy» Boston. USA. December 10-11, 2018. Pp. 30-32.
3. *Ansorov A.I., Nematova M.E., Lutfullayeva M.L., Shermatova N.A., Chinkulova R.B.* Changes occurring in english language influenced by the

internet and modern ways of communication // XLIX international  
correspondence scientific and practical conference «European research:  
innovation in science, education and technology» London, United Kingdom  
February 25-26, 2019. Pp. 17-18.