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Quality And Efficiency In The Design Of Students' Creative Activity In Teaching Their Native Language

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ABSTRACT

The article presents the idea of substantiating the practice of designing the creative activity of students in teaching their native language, determining the subject, purpose, and objectives of a pedagogical experiment in order to describe its specifics, description of the course of the experiment, analysis of its results. The main goal of designing the creative activity of students in teaching their native language is to increase the efficiency and improve the quality of education. When and under what conditions does the design of students' creative activity in teaching their native language give the desired pedagogical effect? The answer to this question makes it necessary to conduct a comparative analysis of the types of training, including creative, with explanatory and visual training.

KEYWORDS

Native language, primary class, creative education, creativity, creative activity, project, design, thinking, educational process, efficiency, pedagogical experience, organization, formation, control, state educational standard, student.

INTRODUCTION

Explanatory and visual learning is the most widely used type of learning and has a number

of advantages. However, the focus of this training on memory, the weak participation of students in the educational process, and the general nature of feedback indicate shortcomings explanatory and visual learning. The possibilities of creative education in overcoming these shortcomings are incredibly great. Creative education has its own characteristics: such features as didactic processing of the content of education, the orientation of the educational process as a memory, so also on thinking, the individuality of students' assimilation, the activity of students in learning, are the only qualities of creative education itself.

Didactics and methodologists explain the difference between the goal set in the learning process and the achieved result, as the effectiveness of the educational process. The smaller the gap between the goal set in the learning process and the result achieved, the more effective the training is considered. Qualitative performance indicators are determined in accordance with the acquisition of knowledge and methods of activity. Quantitative indicators are determined in accordance with the goals of education and the differences between the knowledge, skills and abilities acquired by students. Efficiency improvement is tested in the following areas: improving the quality of education (the scale of students' knowledge, the level of generalization, the ability to apply knowledge in production, if necessary, use knowledge and skills); achievement of the set goal of the educational result (knowledge, qualifications, experience of creative activity at the level of state educational standards and a higher level of assimilation); ensuring that the teaching tools correspond to the essence of the

educational process; rational allocation of the time budget.

MAIN PART

The mentioned directions to a certain extent facilitate the definition of the purpose of the pedagogical experiment: the didactic determination of the level of effectiveness of the organization, management, control on the basis of scientifically based means of designing creative learning is the goal of the pedagogical experiment.

Having designated the subject, the purpose of the pedagogical experiment, we have defined as the tasks of the experiment the pedagogical and methodological solution of the following.

- 1) Definition of the subject of pedagogical experience, formalization of its purpose. Studying the level of effectiveness of creative learning, by analyzing the factors aimed at improving the effectiveness of learning, the effectiveness is identified and the purpose of the study is formulated.
- 2) Characteristics of innovations introduced into the system of teaching the native language in primary classes in connection with creative education. The conditions for teaching the native language in general education schools have been updated based on the design of students' creative activities, and the design concept has been created, suitable for the organization, management, and control of education.
- 3) Record the forms of comparison of creative learning with explanatory and visual learning in order to study and

characterize the effectiveness of pedagogical experience. In order to solve this problem qualitatively, the teachers were introduced to the design of the lesson on explanatory, visual and creative education, and given appropriate recommendations.

- 4) Consistent recording of individual changes occurring in students in the conditions of creative education. To this end, an individual monitoring plan for the students was developed. It noted such features as accuracy in students' perception of information related to the educational material; accurate, complete, purposeful performance of tasks; interest in learning, independent setting of tasks.
- 5) To study the features of designing the creative activity of students in teaching their native language, related to efficiency. The effectiveness of a program depends on elements ranging from what it is used for to the design process, which is difficult to evaluate by one criterion. Nevertheless, the design of native language teaching is considered as a key characteristic of the effectiveness of the lesson. The reliability of the design is understood as the degree of elimination of errors in it.

The project of each lesson and the conditions for its implementation should be clearly defined. The influence of these features in the process of pedagogical experiment on the effectiveness of the lesson was also studied.

- 6) Collecting results for analysis. Recording the results of a pedagogical experiment by means of numbers and processing them on the basis of statistical methods is a method that shows the difference

between the methods used and the superiority of one over the other.

The primary class consists in studying the psychological and pedagogical, methodological foundations of designing the creative activity of students in teaching their native language, finding ways to solve specific problems related to the design features. To do this, we started by looking for an answer to the question of whether the organization of lessons based on the design of students' creative activity in teaching their native language increases or decreases the cognitive level of students. For this purpose, four comprehensive schools were selected, in each class, 5 lessons were observed in the study area allocated for the experiment.

When classes were organized in regular classrooms, students did not participate well in the training, they managed to perform only 2-3 exercises per lesson. Most of the students attended the lesson as an "observer". From the answers of the other students to the teacher's questions, it was also found that they did not fully assimilate the educational material. The assessment of the students' knowledge in the lesson was also partially carried out, and the assessment was not fair.

In teaching the native language, the activity of students was observed in the lessons organized on the basis of a certain preparatory project using the means of designing the creative activity of students. The students managed to complete 4-5 exercises in one lesson, and their answers to the teacher's questions were also reasonable. The level of student assessment has increased. When using projects aimed at activating students in the classroom, a complete and reliable assessment of the students'

knowledge of the class was achieved. The article analyzes the state of the problem of designing students' creative activity in teaching their native language in school practice. Considering the experience of designing the creative activity of students in teaching their native language as a system, we can highlight the features of creative educational practice, we will try to note the opinions of school teachers about creative education. Comparing the real state of the practice of creative organization of teaching the native language in primary schools and the teachers' own opinions, we will highlight the strengths and weaknesses of creative learning.

1. Experience in the creative organization of native language teaching in primary schools. In order to study and generalize the existing experience of the creative organization of teaching the native language, observations and recording of lessons of advanced teachers were carried out. In the process of observing and recording lessons, we looked for answers to the following questions:

- a) matters concerning the purpose of art education-the goals, tasks, creative training, relevance of the selected training tasks the goals, objectives of creative education;
- b) issues related to the content of creative learning-in accordance with what is determined by the contents creative educational tasks, creative tasks according to the content of educational material, the actual opportunities available to educators, the place of any creative work in the system of educational tasks;

- c) issues relating to procedural characteristics of creative learning-creative tasks according to the type of lesson stages and the relationship of educational opportunities for teachers in creative education, tempo run, the methods used in the implementation creative work, the use of previously acquired knowledge and methods of activity in the performance of creative tasks, means of fixing new knowledge and methods of activity;
- d) questions related to the result of creative work-the significance of a particular creative work for students, the compliance of educational tasks with the requirements of full assimilation of the content of educational material, the role of creative work in the formation of independent activity among teachers, etc.

Classification. When observing and recording lessons, we took as a basis the types of lessons developed by Prof. O. Rozikov [1]. At the same time, the following types of lessons are noted: lessons of learning and consolidation of new educational material; lessons of repetition of the past and formation of qualifications; lessons of generalization of knowledge and skills; lessons of generalization of knowledge and skills; lessons of control of knowledge and skills [1, 34-68]. More than 200 lessons on the problem of creative organization of training were recorded and recorded. The observed distribution of lessons on the organization of creative work is shown in Table 1.1.

Table 1.1

The observed distribution of lessons on the organization of creative work

| The number of observed lessons | Types of lessons | | | |
|--------------------------------|---|--|--|--|
| | Lesson of teaching and consolidating a new material | Lesson of revision of the previous material and formation of qualification | Lesson of generalization of knowledge and skills | Lesson of controlling knowledge and skills |
| 200 | 57 | 123 | 8 | 12 |

The table shows that the possibilities of organizing creative learning in each of the types of lessons in the native language are incredibly wide. The first type of lesson is the core of the lesson of teaching and consolidating new educational material in the native language preparing teachers to study a new topic, a new definition, and rules, it consists in ensuring the perception of facts related to the subject, consolidating knowledge, methods of activity that first passed through the perceived activity. In the learning process, by setting problems, asking questions, creating complex learning situations, students' attention is attracted to the new topic and related facts, the purpose of teaching the topic is explained. Therefore, it is possible to increase the effectiveness of teaching, to motivate teachers to creative work, and by involving students in the independent setting of their goals, understanding the complexity of the problem, search for answers to the questions raised. Even at the second stage of the lesson - the

stage of perception of new knowledge and ways of activity-opportunities for creative search of students open up: comparison of facts related to a previously studied topic and a currently studied topic, observation of the facts related to the topic, the ability to draw conclusions from the observed facts, comparison of the conclusion made with the definition, the rule given in the textbook. Educational work in this form provides creative independent activity of teachers. In the same way, when the topic is studied, you can conduct a variety of creative work at the stage of its consolidation. Creative works of this type include such creative works as the transfer of the studied definition, rules to new facts, the definition of, applying the rules to a new learning situation. It follows from this that in each of the types of lessons there are a huge number of opportunities for involving teachers in creative work, and their methodically correct definition is an urgent problem.

Table 1.2

The amount of creative work on teaching and consolidating new educational material

| The number of recorded lessons | Training time (in minutes) | Main stages of the lesson | | | Time allotted for creative work (%) |
|--------------------------------|----------------------------|---|-----------------------------------|---|-------------------------------------|
| | | Preparing for the study of new educational material | Teaching new educational material | The consolidating of the new educational material | |
| 57 | 2565 | 12 | 33 | 30 | 75 |
| (%) | 100 | ≈2,3 | ≈6,2 | ≈5,3 | ≈13,8 |

Two different conclusions can be drawn from the table: first, in the first type of native language classes, incredibly little time is given to the organization of creative work, and second, it is held in Aachen; but, nevertheless, in the native language classes, incredibly little time is allotted to teachers' creative work. Each creative work is given an average of 3 minutes to build up and complete. In the lessons of teaching and consolidating new educational material, creative work takes about 14% of the total time budget. The allocation of the time budget in this form is based on the activity of the teacher, during which the new educational material is explained mainly deductively. The second type of lesson is the revision of the past material and improvement of skills on the topics studied in the lesson on the formation of

qualifications. We recorded 123 of these types of lessons. In the observed lessons, the work is mainly conducted on educational exercises. Lessons of repetition of the past and the formation of qualifications are designed in the memory of teachers, in which a lot of time is devoted to educational work, for example, the application of knowledge in similar conditions. This, in turn, leads to the fact that creative tasks take very little time to be applied in education. In total, 103 times of creative work was carried out in the observed lessons, with an average of 5 minutes spent. All creative work was in the nature of applying the acquired knowledge to these situations.

In the methodological literature there are three main stages of lessons repetition of the past and the formation of qualifications:

activation of learned ways of cognition and activity. Determination of the proofs given, determination of the correctness of the rule, determination, memorization of the rules, when performing the task, determination of what task is set, determination of what task is solved according to the rule, etc. In such learning situations, students recall the ways of cognition and activity through conscious, independent activity. In the observed lessons, this type of creative work is organized; apply the acquired knowledge and methods of activity to various educational situations. 103 creative tasks that we have seen, correspond to the second stage of the lesson is the application of knowledge and ways of working to these cases; definition study phase to identify new facets of concepts, in which the rules. Determination of the learned, when observing the proof according to the rule, the allocation of its new features, the enrichment of knowledge with new information is called accumulation in didactic research. The phenomenon of accumulation-the assimilation of knowledge, the expansion of the ways of

activity from the initial study of knowledge to further study at all stages of the educational process, the effectiveness of the creative transfer of education will increase somewhat. In the observed lessons, cumulative learning tasks were not organized. The distribution of creative work by the main stages of the lesson is shown in Table 1.3.

From the analysis, it becomes clear that only 13% of the total time budget in the second round of native language lessons-lessons of repeating the past and forming qualifications-will be allocated to the organization of creative work of teachers. It can be seen that this is somewhat satisfactory. But it is necessary to mention one of the weak points of the technology organization and the art of work: a weakness of lessons and repetition create the training is sub-optimal transfer works by the teachers in relation to the stages of a lesson. In scientific and methodological studies at each stage of the lesson, at each stage of the educational process, the need for creative tasks of teachers in each period is justified [1, 62].

Table 1.3

Division of creative work on the main stages of the lesson

| The number of recorded lessons | Training time (in minutes) | Main stages of the lesson | | | Time allotted for creative work |
|--------------------------------|----------------------------|--|----------------------------|-------------------------|---------------------------------|
| | | Recalling the knowledge and acquired information | Implementing the knowledge | Enriching the knowledge | |
| 123 | 5535 | - | 515 | - | 515 |
| % | 100 | - | ≈13 | - | ≈13 |

The following type of native language lessons is a lesson of generalization of knowledge and skills. In this type of lesson, knowledge, skills and abilities are mastered at the level of understanding. But in the activities of most school teachers, this type of lesson does not stand out. There are a number of characteristic features of the lessons of mastering knowledge and skills: the mutual comparison of facts in two or more subjects. For example, let's say that the following task is given: words are given in two columns. By comparing them to each other, you can determine the specific interrogative case of each of them, and then write down what the words in each column mean.

| 1-column | 2-column |
|----------|----------|
| engineer | red |
| builder | blue |
| doctor | purple |

As noted above, generalization at the level of understanding is at the heart of the lessons of generalization of knowledge and skills. "Generalization at the conceptual level refers to the general characteristics of a particular grammatical phenomenon, and not to its specific features. Based on this feature, it is characteristic of a number of the studied phenomena. The lessons use tasks that provide a high level of abstraction "[2, 64]. For example, to teach the use of singular and plural in horses, compare singular (plural) and plural (plural): in contrast to the meaning of unity. The generalization session is organized around these two different characters - plural and singular. In the lessons of generalization of knowledge and skills, a number of steps are

also performed; comparing evidence on two or more topics; making general conclusions by comparison; applying the conclusion to the specified cases. The observed lessons did not involve creative work in comparing evidence, drawing general conclusions, or applying the conclusion to the stated learning situations. Our observations confirm that primary school teachers cannot clearly imagine the types of lessons, the features of each type of lesson, goals, tasks. Taking this into account, a survey was conducted on the types of native language lessons, features, goals and objectives of each type. The survey involved 50 primary school teachers with higher education, 50 4th-year students of the Faculty of Primary Education Methodology.

The questionnaire consisted of 4 questions, which indicated the names of the types of courses: a sample questionnaire for the first type of courses.

1. Your first and last name.
2. The school where you work.
3. Your teaching experience.
4. Answer the questions of the lesson about teaching and fixing new educational material.
 - A. The main purpose of the lesson is to teach and strengthen new learning material:
 - B. Specify the main stages of the course type.
 - C. Give examples of creative work organized in the main stages of the lesson.
 - D. Your opinion about the creative organization of the lesson.

Such questionnaires are structured for all types of lessons, and a teacher who fully answers the questionnaire questions gets 10 points, losing 2.5 points for one incorrect

answer. The teachers who took part in the survey were divided into 4 groups: group 1 teachers with higher education; group 2 students of the 4th year; group 3-teachers with higher education; group 4-students of the 4th year. Each group of participants answered specific questions. For example, the teachers of the 1st group with higher education answered questions about type 1, the students of the 2nd group answered questions about type 2, the teachers of the 3rd group answered questions about type 2, the teachers of the 3rd group answered questions about type 3, the students of the 4th group answered questions about type 3. Then the questionnaires were swapped: group

1 answered questionnaire 2, group 2 answered questionnaire 1, group 3 answered questionnaire 4, and group 4 answered questionnaire 3. After the 3rd and 4th shifts of the questionnaires, the participants were considered to have completed all the tasks. To compare the responses of school teachers and students, the responses of the participants of the 1st and 3rd groups, the 2nd and 4th groups were studied by mutual comparison. The analysis of the responses of the participants of the 1st and 3rd groups showed that university graduates and primary school teachers with higher education did not understand the types of courses well, their goals and objectives.

Table 1.4

The number of teachers who distributed creative pedagogical tasks in the classroom for teaching and consolidating new educational material

| Number of teachers who participated in the survey | Main stages of the lesson | | | Teachers who noted the need for creative work at different stages of the lesson |
|---|---|-----------------------------------|---|---|
| | Preparation for the study of new educational material | Learning the educational material | The consolidation of acquired knowledge | |
| 100 or 100 % | 3 | 4 | 8 | 15 or 15 % |

It became known that students and teachers have a lot of confusion in determining the features of each type of classes, their main stages. Out of 100 participants, 15 people correctly distributed the main stages of the first lesson of the tour, but in connection with the stages of the lesson, they made a

confusion in the designation creative works. For example, when dividing the main stages of a learning lesson and fixing new educational material, the number of teachers who have identified creative pedagogical tasks in it is very few.

CONCLUSION

To confirm our opinion, we present the collected evidence of the first type of lesson in tabular form. Of the teachers who participated in the survey, 3 teachers were at the stage of preparing creative work for teaching new educational material, 4 teachers explained creative work directly in the process of explaining a new topic, 8 teachers explained creative work in connection with the strengthening of the subject being studied. Thus, 15% of the teachers who participated in the survey described creative work in relation to the learning process and the consolidation of new educational material. A cross-comparison of the answers (13.8%) to the questionnaire questions with the evidence (15%) through the observation of teachers' lessons led to a number of conclusions: when organizing the creative work of teachers in pedagogical practice, teachers' ideas about creative work are very close to each other: $\approx 13.8\%$ and 15% . This is evidenced by the fact that the methods of organizing creative work in education are gradually becoming more relevant than activities in didactics, as in the methodology of the native language, a pedagogical task that begins with the teacher's thinking (thinking) should end with a memory-oriented work, and, conversely, creative work that begins with a memory-oriented task. This makes it possible to set the ratio of creative and non-creative work in the form of 50% -50%. The organization of creative and non-creative work in this ratio (50% -50%) increases the effectiveness of education. There are a number of difficulties associated with raising the activities of school teachers to this level. In the creative organization of education, the difficulties that arise in the

activities of teachers can be divided into four groups.

Group 1: education is difficult for the purpose and objectives of the creative organization of the child. This group includes such complex topics as the inability of teachers and teachers to distinguish between the purpose of a pedagogical task, the discrepancy pedagogical tasks didactic aims of the educational process, the discrepancy pedagogical tasks learning objectives learning material, and failing to cover developmental and educational goals of education in teacher job.

Group 2: difficulties related to the creative design of education. Such difficulties include ignorance of the technology of converting the content of educational material into a system of creative work, inability to accurately determine the position of the received creative work in the system of educational tasks, lack of understanding of the methodology of optimal inclusion of non-standard and creative work in the conditions of language education, non-compliance with the requirements of the standard.

Group 3: the task of coordinating the content of education in the native language with the features of the educational process. Such pedagogical, methodological difficulties include cases such as the type of lessons in educational work, non-compliance with the stages of the course, inability to perform all the functions of educational tasks applied to education, the age of teachers when performing creative tasks, individual characteristics, inability to accurately study the Real educational opportunities, unproductive use creative assignments at all stages, periods of study.

Group 4: difficulties related to record and evaluate learning outcomes. Such a complex line also includes the fact that the system of goals for monitoring the expected result from education has not been methodically developed, the ways of using traditional and new methods (rating control, test testing) when taking educational results into account have not been studied in the experience of Uzbek schools.

In one group, based on the traditional methodology, and in the other, through the use of a tool for designing the creative activities of students in the process of teaching their native language, it was found that the level of mastery of students in the experimental group was high when the students' knowledge in the next lesson was tested by previous ones. As a result of observations, the results of the control work, conversations with teachers and students, we came to the conclusion that it is possible to increase the level of knowledge of students when organizing lessons in their native language in the context of projects based on pedagogical and methodological aspects.

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