



THE MEANING OF CREATIVITY IN MOTHER TONGUE LESSONS AND ITS ADVANTAGES

Shokirova Nafisa Tursunovna

Teacher of School № 52 In Fergana Region

Annotation

The Article Deals With The Importance Of The Introduction Of The Concept Of "Creativity" In The Educational Process And Its Application To The Creativity Of Teachers And The Teaching Process, The Preparation Of Normative Documents On The Science Of Mother Tongue, Creation Of Educational Resources, Preparation Of The Project Of Process Of Native Language Teaching, Formation Of Control Tasks On Science, Interesting, Lively, Enthusiastic Organization Of Educational Process, Successful Carrying Out Of Researches On Teaching Of Science, Native Language Active Participation In National Conferences On Teaching, Publishing Scientific And Methodological Works.

Keywords: Creativity, Educational Process, Teacher Creativity, Mother Tongue Lessons.

Introduction

If You Were To Ask People For A Specific Definition Of Creativity, You Would Certainly Have Many Problems Describing This Term Exactly. They Would Rather Try To Describe Them With Words Like Art, Invention Or Intelligence. But How Is It That Many Do Not Know Exactly What Creativity Is, Although It Is On Everyone's Lips These Days And Is Required In Many Areas Of Life. In Education, For Example, The Promotion Of Creativity Is One Of The Most Important Educational Goals And More And More Professional Sectors Are Demanding Creative Skills From Their Employees And Applicants.

Main Part

In My Opinion, One Explanation For The Unclear Characterization Of Creativity Is Its Multiple Facets. That Is Why I Would Like To Shed More Light On Exactly These Aspects In This Paper In Order To Be Able To Understand Them Better. Because I Also Associate Creativity Mainly With Artistic Achievements And In My Free Time I Deal A Lot With Art (Both Theoretical And Practical), So I Am Very Interested In What Creative Processes Actually Are In The Field Of Art And In Areas Outside Of Art. In Addition, As A Prospective Teacher, I See Myself As Almost Obliged To Deal With Creative Content, As It Is Well Known That Today's School Education Would Be Unimaginable Without It. In This Context, I Just Want To Find Out How To Promote And Develop Creative Potential In A Targeted Manner.

Creativity Can Be Translated As Creating, As It Derives From The Latin Word Creare (To Beget, To Give Birth, To Create). For This Reason, Creativity Research Sees Creative Products As The Result Of Creative Achievements, Which Can Be Physical As Well As Intellectual. An Activity Is Only Creative When It Creates Something "New", Which Does Not Necessarily Have To Be Universal And Objectively New To The World. To A Certain Extent, It Is Sufficient That What Is Created Is Only New For The Individual Or His Or Her Environment. Accordingly, Creative Activities And Processes Are



Achievements That Are Not Described As Ingenious, But As Fruitful In The Sense Of A Better And Newer Solution.

Creativity Research Has Tried To Develop Models To Describe Creativity In More Detail. An Approach By The Researcher Irving Taylor (1959) Tried To Describe Childhood Creativity In Five Levels: In The First Level, The Child Has An Expressive Phase Where It Absorbs New Impressions. The Second Level Is Characterized By The Acquisition Of Skills, While The Third Is The Child's Inventive Thinking And Acting. Finally, Young People In The Fourth And Fifth Levels Discover New Relationships Between The Learned Phenomena And Develop New Ideas From Them. This Controversial Model Was Further Refined In Later Years And Creativity Was Analyzed More Psychologically.

The Introduction And Application Of The Concept Of "Creativity" In The Educational Process, Along With Other Disciplines, Has A Special Significance In The Teaching Of The Mother Tongue. Because A Teacher's Creativity And Creative Approach To Teaching Is A Requirement Of The Time. In Particular, The Formation Of Creative Qualities In Both The Teacher And The Student Is A Matter Of Serious Concern. In Recent Years, The Education System Of Leading Foreign Countries Has Paid Special Attention To This Issue. This Can Be Seen In The Results Of Many Studies Conducted By Bronson, Merriman, Ken Robinson, Fisher, Frey, Begetto, Kaufman, Ali, Treffinger And Others. It Is Necessary To Understand. According To Ken Robinson, "Creativity Is A Set Of Original Ideas That Have Their Own Value." Gardner Explains The Concept In His Research: "Creativity Is A Practical Action Taken By An Individual, Which Must Reflect A Certain Innovation And Have A Certain Value." In Email's Approach, Creativity Means "Having A High Level Of Extraordinary Skills, Along With A Thorough Knowledge Of A Particular Field."

The Tasks Of The Teachers. When Recognizing Creativity, It Is Of Great Relevance Whether A Person Or An Achievement Is Correctly Valued As Creative Or Not. After All, Creativity Without The Attention Of Those Around You Remains Unrecognized And Has No Consequences. As A Result, Teacher Personality Is The Key Criterion For Optimally Fostering Creativity, Since They Ultimately Need To Capture And Assess The Creative Achievements Of Their Students.

Due To The Framework Conditions For Promoting Creativity Mentioned In The First Point, The Teachers Must Grant Their Students The Necessary Autonomy For Self-Actualization In Art Or School Lessons. The More Frequently The Teachers Monitor And Condition Their School Classes, The Higher The Risk That Creativity-Promoting And Dynamic Characteristics Such As Dialogue In The Team, Acceptance, Recognition Of Diverse Individual Skills And Equality Are Neglected. In This Respect It Is Necessary That Authoritarian Learning Environments Are Avoided As Much As Possible.

Aesthetic Work Must Be Actively Supported In All Phases. Therefore, A Good Teacher Encourages Individual Flexibility In Students And Encourages Self-Assessment Of Individual Progress Or Achievement. This Is To Make The Students Become Sensitive People, Able To Express Themselves More Sensitively To Other People's Feelings And All External Stimuli. The Art Teacher Heinz Schmitt Says: "It Must Be Possible To Constantly Modify And Further Develop Student Ideas, Which Is Only Possible If The Teachers Accept The Creative Students. They Help To Overcome Frustration And



Failure. Deviations Must Be Rewarded by Them, Annoying Contributions Tolerated And Inappropriate Things Taken Seriously.”

Good Teachers Must Also Avoid Hasty Evaluations, Because Creativity Cannot Be Recognized At First Glance. In The Final Evaluation, They Should Take Into Account The Context Dependency, Enable Transparency And Provide Encouragement And Motivation For Further Work.

Conclusion

The Teacher Develops The Theoretical Basis For The Formation Of Creative Thinking In Students, Determines The Measures To Use The Available Opportunities, Substantiates The System Of Forms, Methods And Tools, Provides Interdisciplinary Links In The Process, It Should Create Conditions That Allow The Theoretical Knowledge To Be Put Into Practice. This Will Ensure That You Are Successful In The Process. It Should Be Noted That The Teacher Is Involved In Traditional And Non-Traditional Education In The Organization Of Interesting, Lively And Enthusiastic Native Language Lessons, The Preparation Of Lesson Plans And The Formation Of Control And Test Tasks. Should Focus On The Purpose Of This Training, Which Should Be Followed

References

1. Sherboyeva, N. (2021). Boshlang` Ich Sinf O` Quvchilarni Ona Tili Darslarida Mashqlar Vositasida Kerativ Fikrlashga O` Rgatish Metodlari Mazmuni. Boshlang`ich Ta`limda Innovatsiyalar, (November). Извлечено От <Https://Presedu.Jspi.Uz/Index.Php/Primedu/Article/View/4228>
2. Reheis F., Domhardt E., Reich T. Die Kreativität Der Langsamkeit. – Primus Verlag, 1998.
3. Makhmudovna A. S. Creative Writing In Grammar Lessons //Барқарорлик Ва Етакчи Тадқиқотлар Онлайн Илмий Журнали. – 2022. – С. 258-260.
4. Makhmudovna A. S. Working With Texts In Grammar Lessons //Барқарорлик Ва Етакчи Тадқиқотлар Онлайн Илмий Журнали. – 2022. – С. 261-263.
5. Qizi X. O. Q. Nemis Tili Darslarida Xatolar Bilan Ishlash Muammolari Haqida Ayrim Mulohazalar //Integration Of Science, Education And Practice. Scientific-Methodical Journal. – 2022. – Т. 3. – №. 3. – С. 304-308.
6. Xasanova O. Pedagogical Importance Of Mnemotechnics In Increasing The Vocabulary Of Uzbek Language Learners In German Langauge //Science And Education. – 2021. – Т. 1. – С. 1-6.
7. Birkmaier E. M. The Meaning Of Creativity In Foreign Language Teaching //The Modern Language Journal. – 1971. – Т. 55. – №. 6. – С. 345-353.
8. Richards J. C. Creativity In Language Teaching //Iranian Journal Of Language Teaching Research. – 2013. – Т. 1. – №. 3 (Special Issue). – С. 19-43.
9. Sharipovna X. A. The Problem Of Designing The Creative Activity Of Students In Mother Tongue Education //Middle European Scientific Bulletin. – 2021. – Т. 8.
10. Khamroev R. A. Modeling Of Teacher Activity In The Design Of Creative Activities Of Students In Primary School Mother Tongue Education //Middle European Scientific Bulletin. – 2021. – Т. 8.