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# СЎЗ САНЪАТИ ХАЛҚАРО ЖУРНАЛИ МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА INTERNATIONAL JOURNAL OF WORD ART

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## ОСОБЕННОСТИ РАЗВИТИЯ ТВОРЧЕСКОЙ АКТИВНОСТИ СТУДЕНТОВ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

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### АННОТАЦИЯ

Новые стратегические цели современного образования в Узбекистане и стремление соответствовать европейским стандартам привели к необходимости поиска практических подходов к подготовке многих типов специалистов в будущих технических университетах. В статье исследуются особенности развития творческой активности студентов в процессе обучения иностранному языку. Творческая деятельность - это деятельность, состоящая из производства принципиально нового: нового или новых способов (программ, технологий) деятельности, направленных на удовлетворение потребностей человека в создании новых духовных и материальных ценностей. Творческая деятельность чрезвычайно сложна, проявляется в удивительном разнообразии студенческой деятельности.

**Ключевые слова:** творческой активности, иностранный язык, студент, развития, технический университет, образование

Yakhyoyeva Gulnora Bakhtiyorovna  
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## FEATURES OF THE DEVELOPMENT OF STUDENTS' CREATIVE ACTIVITY IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE

### ABSTRACT

The new strategic goals of modern education in Uzbekistan and the desire to meet European standards have led to the need to find practical approaches to the training of many types of specialists' in future technical universities. The article examines the features of the development of creative activity of students in the process of teaching a foreign language. Creative activity is extremely complex, manifested in a surprising variety of student activities. Creative activity is an activity consisting in the production of essentially new: new things or new ways (programs, technologies) of activities aimed at satisfying human needs in the creation of new spiritual and material values.

**Keywords:** creative activity, foreign language, student, development, technical university, education

Yakhyoyeva Gulnora Bakhtiyorovna  
Navoi Davlat Konchilik Instituti

## CHET TILINI O'QITISH JARAYONIDA TALABALARNING IJODIY FAOLIYATINI RIVOJLANTIRISH XUSUSIYATLARI

### RESUME

O'zbekistonda zamonaviy ta'limning yangi strategik maqsadlari va Evropaning standartlariga mos kelishga intilish kelajakdagi texnika universitetlarida ko'p turdagi mutaxassislarni tayyorlash uchun amaliy yondashuvlar izlash zarurligini keltirib chiqardi. Maqolada chet tilini o'qitish jarayonida talabalarning ijodiy faolligini rivojlantirish xususiyatlarini o'rganib chiqadi. Ijodiy faoliyat o'ta murakkab, talabalar faoliyatining hayratlanarli xilma-xilligida namoyon bo'ladi. Ijodiy faoliyat - bu mohiyatan yangi: yangi ma'naviy va moddiy qadriyatlarini yaratishda inson ehtiyojlarini qondirishga qaratilgan yangi narsalar yoki faoliyatning yangi usullari (dasturlari, texnologiyalari) ishlab chiqarishdan iborat faoliyat.

**Kalit so'zlar:** ijodiy faoliyat, chet tili, talaba, rivojlanish, texnik universitet, ta'lim

### Introduction.

Creativity is an activity, the result of which is the creation of new material and spiritual values. Being in its essence a cultural and historical phenomenon, creativity has a psychological aspect: personal and procedural. It presupposes that a person has abilities, motives, knowledge and skills, thanks to which a product create that distinguishes by novelty, originality, and uniqueness. The study of these personality traits revealed the important role of imagination, intuition, unconscious components of mental activity, as well as the personality's need for actualization, disclosure and expansion of its creative capabilities.

Thus, in our understanding, creativity is the process of a person creating objectively or subjectively qualitatively new things through specific intellectual procedures that cannot be presented as accurately described and strictly regulated actions. We believe that such a definition is especially important for pedagogical purposes related to creativity, which rarely leads to an objectively new quality for society. Creative activity is extremely complex, manifested in an amazing variety of forms of human activity. It involves the development of students' independence, their ability to independently move from one stage to another; mastering not only the techniques of logic and solving various problems in the usual ways, but also the ability to look for your most rational way of solving non-standard problems. Under these conditions, the dialectic of the pedagogical process is manifested in the interaction of the teacher's activity and the creatively active activity of students, which is going towards the creatively active activity of students, accompanied by an increase in motivation, independence, intellectual, volitional efforts, and emotional experiences.

Analysis of the literature on the problem of the formation of creativity has shown that human creative potential is a multidimensional, complex phenomenon, and the approach to the study of creativity, taking into account the indissoluble unity of cognitive and motivational factors of human activity. In the context of the synthetic approach, the study of giftedness as a general psychological prerequisite for the formation of creative activity, creative abilities and character in the structure of the personality, the process of solving creative problems [7: 56-57].

Let us highlight the meaningful signs of creative activity:

- 1) Creative activity is an activity consisting in the production of essentially new: new things or new ways (programs, technologies) of activities aimed at satisfying human needs in the creation of new spiritual and material values;
- 2) Creative activity is original as a process, in its process new means (methods) or new programs of activity are always applied;
- 3) Creative activity in the genetic plane is the creation of new useful combinations from elements of various systems (creative activity is a combination);
- 4) creative activity is a process consisting in the formulation and solution of problems, non-standard tasks, or the process of resolving the contradictions underlying the development of society between

the needs of a person (or society) and means of resolution, the process of meeting new needs of society;

5) Creative activity is the highest type of human activity; it is primary in relation to executive activity;

6) Creative activity is a unity of spiritual and material creativity; the ideal transformation precedes the material. The creation of programs, plans, projects, models of future activities occurs in the process of thinking, materialization, and objectification - during the performance of practical tasks, in the process of practice. The essence of thinking is revealed in its two functions - reflection and creativity. The main meaning and creative necessity of the emergence and development of consciousness in the development of programs, the discovery of ways and possibilities of creative transformation of reality - in creative activity, changing the world that does not satisfy a person.

We consider the structure of creative activity, which serves as a professional and personal characteristic of students in the learning process, through a system of components: motivational, cognitive, reflexive, and behavioural.

The basis for highlighting the motivational component in the structure of creative activity was the provision that the behavioural, activity aspect of any foundation of the personality is stimulated and regulated by a system of motives expressing a conscious attitude to activity, determining the orientation of the individual to certain objects and ways of interacting with them. The motivational component in the structure of creative activity is characterized by a system of dominant motives expressing a conscious attitude to the values and goals of the forthcoming professional activity, to one's own professional development, carried out because of mastering creative activity in any process.

The cognitive component in the structure of creative activity manifests itself in cognitive activity, in all the variety of its manifestations in the context of the modern educational process.

This component includes the following knowledge:

- methodological, involving knowledge of the essence of creative activity as one of the ways of a person's relationship to the world around him;
- theoretical, including knowledge of goals, principles, content, methods, types and forms of creative activity, patterns of its development and implementation;
- technological, based on knowledge of creative technologies of teaching and education.

Conclusion. The analysis of the cognitive component in the structure of creative activity allows us to single out the amount of knowledge about the essence of creative activity and the technologies for its implementation in higher education as a criterion indicator of its formation.

The reflexive component in the structure of creative activity is highlighted because of the fact that modern research pays attention to the development of reflexive mechanisms of thinking of the personality of students as one of the most important conditions for awareness, critical analysis and creative implementation of their future professional activity.

The behavioral component characterizes the practical, effective aspect of creative activity; it is aimed at holistic self-determination and self-expression of students in educational and professional activities. Lack of templates, orientation towards new, non-traditional approaches - all this is optimally manifested in the way the student tries to carry out the forthcoming activity. The development of a method for the implementation of future activities leads to the formation of a specific system that represents a set of these methods and expands the professional skills of future specialists.

The analysis of the process of formation of the personality of students as professionals allows us to single out the following dynamics of the gradual development of creative activity in the diversity of their relationships:

- emotional perception based on the intuitive way of the forthcoming professional activity;
- comprehension based on the reflective-cognitive mode of activity;
- educational application based on the search mode of activity;
- systemic assimilation based on a partial research mode of activity;
- a creative application based on a heuristic mode of action.

Thus, the method of implementation of the forthcoming activity is the main criterion indicator of the development of the behavioral component of creative activity in the learning process.

Based on the main principles concerning the future specialty of students, it can be argued that the criteria for creative activity are simultaneously indicators of the mastery by students of the main, functional elements of their future professional activities: the ability to set and analyse the goals of their activities. Navigate in various situations, make decisions, check the results of their activity and adjust it taking into account changing situations.

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