

INNOVATIVE METHODS OF DEVELOPING CREATIVE STUDENTS' ACTIVITY IN TEACHING FOREIGN LANGUAGES

Laylokhon Tolibjonovna Akhmedova*

*Professor,

Doctor of Science in Pedagogy,

Department "Teaching English Language Methodology and Educational Technologies",

Faculty "English Philology", Uzbekistan State World Languages University,

Tashkent, UZBEKISTAN

Email id: Laylo011057@gmail.com

DOI: **10.5958/2249-7137.2022.00225.7**

ABSTRACT

The article is devoted to innovative methods of developing creative students' activity in teaching foreign languages. The concepts of innovation proposed by scientists and the author of the article are disclosed. The innovative methods of development of creative activity used in the classroom of foreign languages and focused on the creative perception of the text by students, the development of their imagination are considered in detail, these are such techniques as "Analogy", "Reconstruction", "Personification", "Accent", "Typification", " Aquarium", "Open space", "Two-part diary", "Prediction Chart" and some creative tasks developing fantasy, creative thinking, linking literature with other arts.

KEYWORDS: Education, Innovation, Methods, Creative Activity, Foreign Language, Problem, Techniques, Creative Tasks, Literary Texts.

INTRODUCTION

Objective trends in the development of educational systems in the world in the context of global competition and market relations dictate the need for a systematic and targeted introduction of innovative methods into the educational process in order to effectively meet the needs of students in acquiring the knowledge, skills, skills necessary for life, as well as a system of value orientations and relations.

The main task of education in the twenty-first century is to prepare young people for creative work, to turn each individual into a full-fledged personality with analytical and predictive abilities.

The fundamental conclusion in the resolutions of the World Education Congresses and Forums held in recent years is that:

- Education should prepare people to become the creators of their own destiny, free themselves from addiction and instill in them initiative, creativity, critical thinking, entrepreneurship, familiarize them with democratic values, teach them to be proud and highly value education. Education should be aimed at unlocking the talents and potential of each person and developing

the personality of learners so that people can improve their own lives and transform their societies.

- Innovative methods should not be used as an auxiliary tool, but as the main driving mechanism for the implementation of the education strategy.

Innovative educational technologies should be seen as a key factor in expanding learning and teaching opportunities.

- The ability to be creative, the ability to operate with information is the key productive force of society in the twenty-first century.

It is known that innovation is a change within the system in the pedagogical interpretation and in the most general sense, innovations mean innovations in the pedagogical system that improve the results of the educational process. As the famous scientist I.P. Podlasy, explanations of the essence of pedagogical innovations are very contradictory, they cannot be reduced only to the creation of means; innovations are both ideas, and processes, and means, and results, taken in the unity of the qualitative improvement of the pedagogical system [1].

Sharing the point of view of I.P. Podlasy, we offer our definition of innovation - it is reformed and interpreted, and well-known and new programs, planning, textbooks, educational and methodological complexes, new forms, methods and techniques of teaching aimed at achieving effective results of the educational process.

In our opinion, innovative teaching methods involve teaching creative thinking, analytical skills, foresight and forecasting, alternative thinking, conviction, worldview discussions, making socially significant decisions, responsibility and using new forms, methods and means of learning.

Main part

Innovative methods for developing the creative activity of students include methods that activate the creative thinking of students, help develop the ability to solve new problems, leading to a purposeful conscious search for a solution to the problem. Methods for the development of creative activity were developed by Edward de Bono, B. Bloom, G. Altshuller, E.A. Aleksandrov, B. Mironov, P. Jacobson and others. These include "Six Hats of Thinking", "Brainstorming - Destruction of Ideas", "Mass Brainstorming", "Shadow Brainstorming", "Synectic's Method", "TIPS Method (Theory of Inventive Problem Solving)" and others [2].

In foreign language classes, we widely use innovative methods for the development of students' creative activity, focused on the creative perception of the text by students, the development of their imagination, these are such methods as "Analogy", "Reconstruction", "Personification", "Accent", "Typification", " Aquarium", "Open space", "Two-part diary", "Prediction Chart" etc.

The essence of the "Analogy" method is that an image, text or situation is created that is somewhat similar to real-life samples. For example, students can be given the following task: "It is known that in his youth, famous English writer William Shakespeare drew up for himself the rules for the development of the will, mind and feelings. read about it in the writer's diary. Try to make similar rules for yourself.

The "Reconstruction" method consists in the fact that situations are recreated in the creative imagination of students, the speech of characters that have not been developed in the work, not covered in historical documents. For example: "History has not preserved for us a single letter from Natalia Nikolaevna Pushkina to her husband famous Russian poet. Write a letter on behalf of Natalia Nikolaevna Pushkina to Alexander Sergeevich Pushkin. Use the poet's letters to his wife."

The "Personification" method is a representation of natural phenomena, human properties, abstract concepts in the image of a person. For example, students are given the task of writing a monologue-narrative on the topic "Hachiko's Complaints" based on the British-American drama "Hachiko: The Most Faithful Friend" directed by Lasse Hallstrom, based on the true story of Hachiko, a Japanese dog of the Akita Inu breed, which for 9 years each day at the same time came to the station to meet the deceased owner.

The "Accentuation" method lies in the fact that in the artistic image any part, detail is highlighted, especially emphasized. For example, in foreign language classes, students can create caricatures, friendly cartoons, epigrams for individual writers and literary heroes.

The "Typification" method involves the detection in various works of repeatedly repeating, the most common characters, situations. For example, it can be the creation of literary "galleries": "Noble Robbers in Foreign Literature", "Doctor-Writers", "Old Campaigners", "Troublemakers".

An "Aquarium" is a role-playing game in which 2-3 students take part, and the rest act as observers, which allows some to "live" the situation, while others analyze the situation from the outside and "empathize" with it. Advantages of the method: it is effective when it is necessary to demonstrate a skill, ability, emotion, state with a shortage of time. Students can act as experts and analysts. Aquarium method encourages students to practice.

"Open Space" method is a conference and meeting methodology that allows individuals and groups to interact effectively and make collective decisions. It is very simple and is able to reveal knowledge, experience and innovation in the organization that are difficult to detect in less open processes.

A "Two-part diary" is a pedagogical method that develops written speech. It provides an opportunity to study the text, express in writing students' understanding of what they have read. We offer students a text to read. After reading the text, ask to divide the notebook sheet with a vertical line into two parts. On the left side of the diary, students write down those moments from the text that made the greatest impression on them, caused some memories, associations with episodes from their own lives, puzzled them, caused protest or conversely delight, surprise. On the right, they should comment: what made them write down this particular quote. At the stage of reflection, students return to work with two-part diaries, with their help the text is sequentially parsed, students share the comments they made on each page. The teacher introduces students to his own comments if he wants to draw their attention to those episodes in the text that were not heard during the discussion. For example, Diana Setter field's novel «The Thirteenth Tale»:

QUOTE	COMMENTS
“I used to think that the change would happen automatically and left to myself for the first time, I would be able at least with one eye to see the image of the adult person that I was destined to become.”	A very accurate description of the feelings when a child is left home alone for the first time. For her, this is like an initiation into responsible adults.

The "Prediction Chart" develops students' speech and critical thinking, and also forms the ability to predict, analyze, compare various events and actions. With the help of the " Prediction Chart " method, the forecasting skills of students are formed. So, when working with a literary / educational text, at first, before reading a story, the teacher discusses the name of the story with students (if there is an illustration before the story, then they can talk about it). Students try to predict the content of the story from the title. They can express their suggestions about the main characters and events. Then, after reading, compare their suggestions with what really happened in the story. Schematically, the “Prediction Chart” looks like this:

Prediction Chart

Chapters, paragraphs	My suggestions are: what will happen?	What really happened?
Chapter 1		
Chapter 2		

By filling out this Prediction Chart, students learn to analyze the similarities and differences in the actions of the characters, to compare similar descriptions and events. The Prediction Chart can be filled out individually or in groups, followed by a discussion in the audience, i.e. collectively. Also, this method can be used for the subsequent writing of an essay on a specific topic. The topic of the essay can be proposed by the teacher, and the student himself can choose the topic at his own discretion. The teacher should preliminarily lead a discussion of certain questions to help students formulate their own opinion.

We also include creative tasks developed by us and used in foreign language classes when working with literary texts to enhance the mental activity of students, develop their creative abilities, writing and speaking. In our opinion, creative tasks should be alternated, not offering several lessons of the same type in a row. Therefore, we have divided them into:

1. Creative general tasks that are not related to the specific topic of the lesson, which are designed to develop students' general literary literacy, their erudition and culture.
2. Creative tasks that form students' imagination, creative thinking, linking literature with other arts.
3. Creative tasks of a problematic nature.

Here we offer examples of these tasks.

Creative general tasks that are not related to a specific topic of the lesson

1. Name the literary works, in the title of which there is a question.

2. Remember the details that are characteristic of literary heroes, by which we can easily recognize them.

3. Remember the names of literary works - based on famous historical events and historical figures.

Creative tasks that form fantasy, creative thinking, linking literature with other arts

1. Compose your fable in prose i.e., come up with a specific life situation according to the proposed ready-made morality: "Is it always the weak who is to blame for the strong?"; "When there is no agreement among the friends, their business will not go well."

2. Compose your plot (story) under a well-known name, but on a modern topic: "Who is fault?", "Fathers and Sons".

3. Imagine that you are a screenwriter. Describe your screenwriting vision of those works, characters that are studied in the program ("Hamlet", "The Captain's Daughter", "TarasBulba", "David Copperfield", "War and Peace", etc.). What do these characters look like, how are they dressed, their age, character? Which famous actors do you see in these roles?

Creative tasks of a problematic nature

1. Is it possible to accomplish a feat in peacetime, or is it just a good deed?

2. "What will I do for the people?" - This is a question that every person certainly asks himself. How would various literary characters answer this question?

3. How are the concepts of "duty" and "feat" similar and how do they differ?

CONCLUSION

Thus, the above-described innovative methods for developing the creative students' activity in teaching foreign languages are aimed at developing such basic personality traits as reflexivity, sociability, creativity, mobility, independence, tolerance, responsibility of each student for their own choice and the results of their activities; development of analytical, critical thinking.

Innovative methods make work in foreign language classes motivated, purposeful, form the cognitive independence of students, help them learn with passion, prepare them for further work, developing their professional skills and independent work skills, which is a very important moment for organizing the learning process in a modern university.

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