

ISSN:3032-1123



## The Problem of Designing Students' Creative Activities by Means of Pragmatic Exercises in Mother Language Education

**Zokirov Javohir Gaybullo ugli**

Teacher of the primary education department, Termiz State University, Termiz, Uzbekistan

*Received: Nov 28, 2023; Accepted: Dec 29, 2023; Published: Jan 30, 2024;*

**Abstract:** In the article, the idea to justify the practice of designing students' creative activity in mother language education, to define its specific features, to determine the subject, purpose, and tasks of the pedagogical experiment, to describe the course of the experiment, and to analyze its results is presented. The main goal of designing students' creative activities in mother language education is to increase the effectiveness and quality of education. When and under what conditions the design of students' creative activities in mother language education gives the desired pedagogical effect? Answering this question requires a cross-sectional analysis of different types of education, including expository and creative education.

**Keywords:** mother language, primary class, creative education, creativity, creative activity, project, designing, thinking, educational process, efficiency, pedagogical experience, organization, management, control, state educational standard, student.

Expository learning is the most widely used type of learning and has several advantages. However, the memory-oriented nature of this education, the slow participation of students in the educational process, and the general nature of feedback show the shortcomings of explanatory-demonstration education. Creative education has great potential to overcome these shortcomings. Creative education has its own characteristics: didactic processing of the educational content, the educational process is intended for both memory and thinking, individuality of student learning, student activity in education are unique qualities of creative education. Compliance with them leads to an increase in the effectiveness of the educational process. Accordingly, increasing the effectiveness of educational work in the conditions of creative education was defined as a subject of pedagogical experience.

Didacts and methodologists explain the difference between the goal set in the educational process and the achieved result as the effectiveness of the educational process. The smaller the gap between the goal set in the educational process and the achieved result, the more effective the education is.

Qualitative indicators of efficiency are determined according to the acquisition of knowledge and methods of activity. Quantitative indicators are determined according to the educational goal and the difference between the knowledge, skills, and qualifications achieved by students. Efficiency improvement is tested in the following directions: improvement of the quality of education (the scope of students' knowledge, the level of generalizations, the ability to apply knowledge to production, the ability to use knowledge and skills when necessary); bringing the educational result closer to the set goal (mastery of knowledge, skills, experience of creative activity at the level of State educational standards and above); to ensure that educational tools match the essence of the educational process; reasonable allocation of time budget.

The mentioned directions make it easier to determine the purpose of pedagogical experience to a

certain extent: didactic determination of the efficiency level of organization, management, control of creative education on the basis of scientifically based design tools is the goal of pedagogical experience.

Taking into account the subject and purpose of the pedagogical experiment, we defined the following pedagogical and methodological tasks as experimental tasks.

I. Identifying the subject of pedagogical experience, formalizing its purpose. By studying the level of effectiveness of creative education, analyzing the factors aimed at increasing the effectiveness of education, the effectiveness was determined and the purpose of the research was formed.

II. Description of innovations introduced into the teaching system of mother language education in primary grades in connection with creative education. Based on the design of the creative activities of the students in the mother language education, the conditions of teaching in general secondary schools were updated, a design concept suitable for the organization, management, and control of education was created.

III. To study and describe the effectiveness of pedagogical experience, note the forms of comparison of creative education with explanatory-demonstrational education. In order to qualitatively solve this task, teachers were introduced to the construction of a lesson related to explanatory-demonstration and creative education, and relevant recommendations were given to them.

IV. Consistent recording of individual changes that occur in students in the conditions of creative education. For this purpose, a plan for individual monitoring of students was developed. In it, accuracy in receiving information about educational material by students; perform tasks accurately, completely, carefully; Features such as interest in learning, independent assignment of tasks were noted.

V. Studying the effectiveness of planning students' creative activities in mother language education. The effectiveness of a program depends on elements ranging from what it is used for to the design process, and it is difficult to evaluate it with a single criterion. Nevertheless, the design of mother language education is seen as a key feature of classroom effectiveness. Reliability of design means the level of elimination of errors in it.

The design of each lesson and the conditions for its implementation should be clearly defined. The effect of these characteristics on the effectiveness of the lesson in the process of pedagogical experience was also studied.

VI. Collect results for analysis. Recording the results of pedagogical experience using numbers and processing based on statistical methods is a method that shows the difference between the used methods and the superiority of one over the other.

It consists in studying the psychological, pedagogical, methodical bases of designing the creative activity of students in the education of the mother language of primary grade, and looking for ways to solve specific problems related to the features of designing. To do this, we started the work by looking for an answer to the question of whether the organization of classes based on the design of creative activities of students in mother language education increases or decreases the level of knowledge of students. For this purpose, four general secondary schools were chosen and 5 lessons were observed in each class allocated for the experiment.

When the lessons were organized in regular classrooms, the students had a slow participation in education, only having time to do 2-3 exercises in each session. Most of the students participated in the lesson as "observers". The rest of the students' answers to the teacher's questions revealed that they did not fully master the learning material. Assessment of students' knowledge in the lesson was also carried out partially and the assessment was not fair.

Students' activity was observed in lessons organized on the basis of a certain preparatory project

by means of designing students' creative activities in mother language education. Students managed to do 4-5 exercises in one lesson and their answers to the teacher's questions were reasonable. The grade level of students has increased. When the projects designed to activate the students were used in the lesson, a full and honest assessment of the knowledge of the students was achieved.

The situation of the problem of designing students' creative activities in mother language education is analyzed in school practice. We will try to distinguish the features of creative education practices, to record the opinions of school teachers about creative education, looking at the experience of designing students' creative activities in mother language education as a system. We will distinguish the strengths and weaknesses of creative education by comparing the real situation of the practice of creative organization of primary grade mother language education and teachers' opinions.

1. Experience of creative organization of mother language education in primary grades. Lessons of advanced teachers were observed and recorded in order to study and generalize existing experience in creative organization of mother language education. Answers to the following questions were sought during the process of observing and recording lessons: a) questions related to the goal of creative education - the goals and tasks of creative organization of education, the compatibility of selected educational tasks with the goal and tasks of creative education; b) questions related to the content of creative education - according to what the content of creative educational tasks is determined, the compatibility of creative tasks with the content of the educational material, the compliance with the real educational opportunities of teachers, the place of this or that creative work in the system of educational tasks; v) questions related to the process characteristics of creative education - the suitability of creative tasks to the lesson type and stages, the real learning opportunities of teachers in creative education, the connection with the pace of work, the methods used in performing creative work, the application of previously learned knowledge and activity methods in performing creative tasks, new knowledge and tools for recording activity methods; g) questions related to the result of creative work - the importance of this or that creative work for students, the adequacy of educational tasks to the requirements of full mastery of the content of the educational material, the role of creative work in the formation of independent activity in teachers, etc.

In observing and recording lessons, prof. We took as a basis the types of lessons developed by O. Rozikov [1.]. The following types of lessons are noted: teaching and strengthening lessons of new educational material; refresher and skill-building classes; generalization lessons of knowledge and skills; knowledge and skills control lessons [1]. More than 200 lessons on the problem of creative organization of education were noted and recorded. The distribution of the observed lessons on the organization of creative work is presented in Table 1.

**Table 1. Distribution of observed lessons on the organization of creative work**

Number of lessons observed	Lesson types			
	A lesson to teach and consolidate a new topic	A lesson to review and develop skills	Generalization lesson of knowledge and skills	Knowledge and skills control lesson
200	57	123	8	12

It can be seen from the table that the possibilities of organizing creative education in each of the types of classes related to the mother language are extremely wide. The core of the lesson of the first type of lesson - teaching and strengthening new educational material from the mother language is to prepare teachers for learning a new topic, to ensure the perception of new definitions, rules, arguments related to the topic, to strengthen the knowledge and methods of activity that have been learned for the first time from the perceived activity. By posing problems,

raising questions, and creating difficult learning situations during the educational process, students' attention is drawn to a new topic and related arguments, and the purpose of teaching the topic is explained. Therefore, it is possible to increase the effectiveness of education and encourage teachers to work creatively by involving students in setting their own goals, explaining the difficulty of the problem, and searching for answers to the questions. In the second stage of the lesson - the stage of perception of new knowledge and methods of activity, there are many opportunities for students to conduct creative research: mutual comparison of evidence related to the previously studied subject and the subject being studied now, observation of evidence related to the subject, drawing conclusions from the observed evidence, definition of the conclusion given in the textbook, rule comparison. Educational tasks of this type ensure creative independent activity of teachers. In the same way, after learning the topic, it is possible to conduct various creative activities in the phase of strengthening it. Creative works of this type include such creative works as learned definition, transfer of rules to new evidence, definition, application of rules to a new learning situation. It is clear from this that in each of the types of lessons, there are a lot of opportunities to involve teachers in creative work, and it is an urgent problem to determine them methodically correctly. In this regard, we refer to the experience of the teachers: 57 lessons of the lesson type of teaching and strengthening of new educational material were observed, in which creative work was organized 25 times. An average of 3 minutes was allocated to each creative work. The distribution of creative work into the main stages of the lesson is presented in Table 2.

**Table 2. The amount of creative work in teaching and strengthening lessons of new educational material**

Number of classes enrolled	Study time (in minutes)	The main stages of the lesson			Creation. time allocated for work (in %)
		Preparation for learning new educational material	Teaching new educational material	Consolidation of new learning material	
57	2565	12	33	30	75
(in %)	100	≈2,3	≈6,2	≈5,3	≈13,8

Two different conclusions can be drawn from the table: firstly, in the first type of mother language classes, although very little time is allocated to the organization of creative work, it is done occasionally; but despite this, very little time is allocated to the creative work of teachers in mother language classes. An average of 3 minutes is given to assign and complete each creative work. About 14% of the total time budget is spent on creative work in teaching and strengthening lessons of new learning material. The distribution of the time budget in this form is based on the activity of the teacher, in which the new learning material is explained mainly in a deductive way.

The second type of lesson is to improve the skills on the topics studied in the lesson of repeating the past and building skills. We recorded 123 such lessons. In the observed lessons, work is mainly done on textbook exercises. Revision and refresher classes are designed for teachers to memorize and spend a lot of time on learning activities such as applying knowledge to similar situations. This, in turn, leads to very little time for creative tasks to be applied to education. In total, 103 creative activities were conducted in the observed lessons, and the average time was 5 minutes. All creative works were in the nature of applying the learned knowledge to given situations.

In the methodological literature, three main stages of lessons of repetition and formation of skills are distinguished: activation of learned knowledge and methods of activity. Determining which definition and rules apply to the given evidence, recalling the definition and rules while completing the task, determining which definition and rules will be used to solve the problem,

etc. In such educational situations, students recall knowledge and methods of activity in ways of conscious, independent activity. Creative works of this type are organized in observed classes; apply the learned knowledge and method of activity to different educational situations. The 103 creative assignments we observed correspond to the second stage of the lesson - the process of applying knowledge and activity methods to given situations; the stage of identifying new aspects of learned definitions, rules, and mastered concepts. The studied definition, observing the evidence according to the rule, distinguishing its new features, enriching knowledge with new information is called cumulation in didactic research. Cumulative phenomenon - the expansion of learned knowledge, methods of activity, starting from the initial learning of knowledge and continued at all stages of the educational process, the effectiveness of creative education increases.

The next type of mother language lessons is the lesson of generalization of knowledge and skills. In this type of lesson, knowledge and skills are mastered at the level of understanding. But in the work of most school teachers, this type of lesson is not distinguished. Knowledge and skills acquisition lessons have a unique set of characteristics: the comparison of evidence on two or more topics. For example, let's say such a task: words are given in two columns. Compare them, identify specific questions for each, and then write down what the words in each column mean.

Column 1    Column 2

an engineer    red

builder    blue

doctor    violet

As mentioned above, the generalization of knowledge and skills is based on generalization at the level of understanding. "Generalization at the level of the concept does not refer to specific perceived features of a certain grammatical event, but to its general features. This characteristic is common to many of the studied phenomena. Tasks that provide a high level of abstraction are used in training" [2]. For example, to teach the use of singular and plural in nouns, the singular (pen) and the plural (pens) are compared: other signs of the suffix -s (denoting the meaning of respect, termination, type) are not taken into account. The generalization exercise is organized around these two different symbols - plural and singular.

There are a number of difficulties in raising the activity of school teachers to this level. Difficulties faced by teachers in the creative organization of education can be divided into four groups.

Group 1: difficulties related to the purpose and tasks of creative organization of education. This group includes difficulties such as teachers and teachers not being able to distinguish the purpose of educational tasks, educational tasks not matching the didactic goals of the educational process, inconsistency between educational tasks and the purpose of teaching the educational material, inability to cover the developmental and educational goals of education in educational tasks.

Group 2: difficulties with creative design of education. Such difficulties include not knowing the technology of turning the content of the educational material into a system of creative works, not being able to determine the place of the received creative work in the system of educational tasks, not understanding the methodology of optimally combining non-creative and creative works in the conditions of language education, and the non-compliance of the selected educational tasks with the logic of mastering the educational material.

Group 3: difficulties in harmonizing the content of mother language education with the characteristics of the educational process. Due to such pedagogical and methodical difficulties, the incompatibility of the educational work with the type of lesson, the stages of the lesson, the inability to comprehensively implement all the functions of the educational tasks applied to education, the age and individual characteristics of teachers when performing creative tasks, the

lack of accurate study of real educational opportunities, creativity in all stages and periods of the educational process includes situations such as not using assignments effectively.

Group 4: difficulties with objective recording and evaluation of educational results. Among such difficulties, it shows that the system of goals related to the control of the expected result from education has not been developed methodically, the ways of using traditional and new methods (rating control, testing) in recording the results of education have not been studied in experience.

In one group, based on the traditional methodology, and in the other, using the tool for designing students' creative activities in mother language education, it was found that the level of mastery of the students of the experimental group was high. As a result of observations, results of control work, conversations with teachers and students, we came to the opinion that it is possible to increase the level of knowledge of students when organizing mother language classes on the basis of pedagogically and methodically based projects.

### References

1. Rozikov O.R. Types of Uzbek lessons. Tashkent, "Teacher". 1976. 123 p.
2. Saidahmedov N., Ochilov A. The essence and modern project of the new pedagogical technology. -T.: 1999. -55 p.
3. Muhiddinova H. Improvement of the scientific and methodical foundations of ensuring the continuity of Uzbek language teaching at the educational stages. Ped. f. name - diss. - Tashkent: TDPI, 2011. - 270 p.
4. Zimnyaya I.A. Personal-activity approach in teaching as a factor in the humanization of education // Russian Language Abroad. 1991. - No. 3. - P. 91-95.
5. Nematova G. Technology for the development of creative thinking and independent activity of the teacher. Methodological recommendations for native language teachers. - Tashkent, 2001. - 96 p.
6. Safarova R., Nurzhanova R., Nematov Sh., Kuchkarova F. Selection and division of educational materials presented in modern textbooks based on the principle of centrism into blocks. - T.: Science and technology, 2013. - 128 p.
7. Mirzaev I.K. Education begins with a textbook. Proceedings of the Republican scientific-practical conference. - Tashkent: TDPU, 2008. - p. 244-248.
8. Lerner I. Ya. Didactic foundations of teaching methods Text. / I. Ya. Lerner. - M.: Pedagogika, 1981. -186 p.