

PECULIARITIES OF DEVELOPMENT OF CREATIVE ACTIVITY OF HIGH SCHOOL STUDENTS IN THE PROCESS OF ENGLISH LANGUAGE EDUCATION

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Abstract: *We shall deal with the studying of methods and ways of development of skills of independent creative activity in the course of teaching a foreign language which also promotes the formation and development of intellectual abilities among pupils that will raise the efficiency of teaching and educational process.*

Key words: *informative, emotion, spheres, creative, intellect, didactic, educational, motivation.*

English as one of the means of a dialogue and knowledge around the world takes a special place in the system of modern education owing to the social, informative and developing functions. Teaching a foreign language is connected with the development both thinking and emotions and other spheres of a person. Importance and necessity of including of motivational and emotional spheres of a person of a pupil is underlined in the methodical literature of last years on teaching foreign languages. Mastering of the language in artificial conditions, that is out of the surroundings where it is spoken, demands creation of the imagined situations, being able to stimulate a communication in the language. Learnt is also connected with the development of immigration. Process of studying a foreign language promotes the formation of creative independence as there is a possibility of using creative tasks and exercises within the limits of the given subject which demands independent work from pupils. They are taught to use a language material for expression of their thoughts in a dialogical and monolog speech. Teaching English can and should provide the achievement of practical, educational and developing aims. Besides, the practical purpose the leading. The other purposes are reached in the course of mastering English in the conditions of pupils' active informative of power of apprehension and activity. Pedagogics, guiding and synthesizing these aspects, defines vision of a problem from its specific point of view.

DISCUSSION AND RESULTS

The drive to do activities that require the demonstration of great intelligence, inventiveness, a desire for information, and a dream are all requirements for the emergence of a keen interest in a subject. Independent work is thought to be the particular educational activity that schoolchildren engage in that is most distinctive in all of its aspects. In actuality, it is a type of self-education related to a student's

educational activities in a classroom. Modern didactics' idea of independent student work is certain to fit the position a teacher organizes.

Independent work includes a variety of individual and group activities among students. Without the direct involvement of the teacher, they complete them during class and as extra work at home. Foreign language study outside of the classroom, both at home and elsewhere, is assumed as a foundation for student independence. Their independent labor should be realized as a free-for-choice, internally driven activity because it symbolizes numerous types of engagement with education and raising the pupil's character. It is assumed that the student will perform a variety of actions that are part of the activity, understand its purpose, accept an educational problem and give it their personal touch, submit other interests to the performance of this problem and other forms of employment for the student, self-organize in the distribution of educational actions in time, self-check during performance, and perform a variety of other actions.

Mastering a foreign language is connected with the formation of pupils' pronunciation, lexical, grammatical, spelling and other skills. This is the basis of abilities to understand oral speech, to improve speaking, reading and writing. As far as it is known, skills are developed only during regular performance of certain actions of a teaching material, i.e. such actions which allow to listen, say, read and write repeatedly in studied language. Oral speech and first of all speaking practice is carried out directly in the presence of the interlocutors which role at school is carried out by the teacher and schoolmates. However, teaching speaking is supposed to have certain stages for which independent work is the most adequate form. It is also necessary to include certain links of work on a language material in independent work – acquaintance to it and partially training in its usage. As to reading, this kind of activity is made by the reader mainly alone with itself, hence, independent work quite corresponds to it. Attentive listening to English speech takes place now not only in a class, without preparation, in the presence of the teacher, from its voice or in phono record, but there are also audiotexts for independent pupils' work, and this form of work is quite applicable to the given kind of speech activity. Training of writing also assumes certain stages. Speaking of independent work and pupils' work in a class the first one is of more significance.

The lesson-performance method of learning is efficient and fruitful. When used in foreign language courses, literary works of art help students' pronunciation and provide communicative, educational, and aesthetic incentive. Preparing for a performance is a creative activity that encourages youngsters to express their unique creative talents and strengthen their language dialogue skills. This form of practice stimulates students' speech and cognitive function, fosters their interest in literature, aids in the best acquisition of the culture of the studied language's nation, and also broadens their language skills. Hence, the process of vocabulary storage exists. Also, when school-age children develop their vocabulary, so-called passive-potential vocabulary develops as well. It is crucial that students are happy with this

type of employment. The modern method of learning the English language presumes not only the acquisition of any amount of knowledge in a subject, but also the development of one's own position and relationship to the reading: interrogation between parties, empathy, interfaces, and the "I" of the author.

The word "essay" is described by the dictionary of short terms as a sketch in which the reality of replication and the idea of impressions, reflections, and associations both play a prominent part. Students analyze the chosen issue and present arguments during English lessons. Students should be able to evaluate readings critically, express ideas in writing in response to problems, learn to defend their points of view, and make informed decisions in front of the class. Such a class format helps students' mental faculties, reasoning, and analytical thinking, as well as their capacity to think in a foreign language, which is crucial. The musical play-style lesson encourages the growth of sociocultural competence and familiarity with the cultures of the English-speaking nations. The use of inventive songs in foreign language instruction has clear methodological benefits. It encourages the moral and aesthetic development of pupils and expands each student's capacity for creativity. Thanks to musical singing during a class, a positive psychological environment is established, fatigue is reduced, and language activity is stimulated.

The project methodology has recently gained increasing support. It aims to foster a child's active, autonomous thought as well as teach him how to retain and repeat the knowledge that is taught to him in school and how to use it practically. The design methodology being used varies from others by emphasizing teamwork for the project.

The work done is fundamentally creative and is centered on the student as a whole. It places a high degree of individual and group accountability for the accomplishment of each task on project success. The collaborative effort of the class on the project cannot be separated from the students' active communication with one another. One method of organizing a research-informing activity in which students assume an active, subjective role is the design methodology. The project's theme may be related to one field of study or take on an undisciplined nature. The finished creation can be displayed in a variety of ways, including an essay, suggestions, an album, a collage, and many other things. The project can be presented in a variety of ways, including a report, a conference, a competition, a holiday, and a performance. The project's core output will be the innovative application of existing and newly acquired knowledge, skills, and abilities in novel situations.

Work on the project is carried out in some stages and usually is beyond educational activity at lessons: a choice of a theme or a project problem; formation of group of executors; working out of the plan of work on the project, definition of terms; distribution of tasks among pupils; fulfilment of the tasks, discussion the results of fulfilment of each task in a group; registration of joint result; the report under the project; an estimation of performance of the project. Students must

exhibit a high degree of independence in their search activity, coordination of their actions, active research, performing, and communication engagement in order to successfully complete design-based assignments. The preparation of students for project work, selection of a theme, student support in scheduling, current control, and student consultation on a project's course of execution with a participatory role are all parts of the teacher's responsibility.

So, the fundamental tenet of a project-based learning approach is to shift emphasis from various kinds of exercises to students' active cognition during group creative projects.

The specified forms of work are comprehensible in all classes. It is natural that its volume and character of management of it on the part of the teachers differ. In the methods it is accepted to allocate following levels of independent work:

- Reproducing (copying);
- The semi-creative;
- The creative

Reproducing level of autonomous work is particularly significant for learning a foreign language as it underlies its other levels and is responsible for formation of pronunciation - lexical and grammatical base, for creation of samples in the student's memory. In pedagogy, independence is regarded as one of the individual's possessions. Two characteristics define this trait. The person's knowledge, skills, and abilities are included in the first element. The second factor – the relation of the person to activity process, its result and conditions of the realisation, and also communications developing in the course of activity with other people.

CONCLUSION

The issue of formation—selfdependence is defined as the ability to make, plan, and produce—is one of the major issues in pedagogy. According to our belief, formation is a process by which something new is created based on the character traits a person was born with and later acquired. The definition of the notion of informative independence is disclosed in scientific works on problems of informative independence, based on the aspect of research, a condition, methods, and structure of developing students' creative talents through autonomous types of activity.

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