

ONA TILI TA'LIMIDA O'QUVCHILARNING KREATIV SALOHIYATINI RIVOJLANTIRISHNING NAZARIY ASOSLANISHI

Qurbonova Oysha Beknazarovna

Nizomiy nomidagi O'zbekiston milliy pedagogika universiteti O'zbek tili va adabiyoti kafedrasi dotsenti (PhD)

Qo'zilyeva Gulshoda Baxtiyorovna

Nizomiy nomidagi O'zbekiston milliy pedagogika universiteti 4- bosqich talabasi

Annotasiya: *Mazkur maqolada o'quvchilarning ona tili darslarida kreativ salohiyatini rivojlantirish va uning nazariy asoslanishi, o'qitish metodlari, usullari va shakllari bo'yicha olimlarning ilmiy qarashlari keltirilib, ularga tahliliy munosabat bildirilgan.*

Kalit so'zlar: *ona tili darslari, metod, usul, vosita, kreativlik, kreativ yondashuv, ona tili ta'limi, adabiyot fani, ijodkorlik, interfaol metodlar, innovatsion fikrlash.*

ТЕОРЕТИЧЕСКИЕ ОСНОВЫ РАЗВИТИЯ КРЕАТИВНОГО ПОТЕНЦИАЛА УЧАЩИХСЯ В ОБУЧЕНИИ РОДНОМУ ЯЗЫКУ

Курбанова Ойша Бекназаровна

доцент (PhD), кафедра узбекского языка и литературы, Национальный педагогический университет Узбекистана имени Низами

Кўйлиева Гулшода Бахтиоровна

студентка 4-го курса, Национальный педагогический университет Узбекистана имени Низами

Аннотация: *В данной статье представлены научные взгляды исследователей на развитие креативного потенциала учащихся на уроках родного языка и его теоретическое обоснование, методы, приёмы и формы обучения, а также дана аналитическая оценка этих взглядов.*

Ключевые слова: *уроки родного языка, метод, приём, средство, креативность, креативный подход, обучение родному языку, литература, творческие способности, интерактивные методы.*

THEORETICAL FOUNDATIONS FOR DEVELOPING STUDENTS' CREATIVE POTENTIAL IN MOTHER TONGUE EDUCATION

Qurbonova Oysha Beknazarovna

Associate Professor (PhD), Department of Uzbek Language and Literature, National Pedagogical University of Uzbekistan named after Nizami

Qo‘liyeva Gulshoda Baxtiyorovna

4th-year Student, National Pedagogical University of Uzbekistan named after Nizami

Annotation: *This article presents the scientific views of researchers on the development of students’ creative potential in native language lessons and its theoretical foundations, as well as teaching methods, techniques, and forms, with an analytical evaluation of these perspectives.*

Keywords: *native language lessons, method, technique, tool, creativity, creative approach, mother tongue education, literature, creativity, interactive methods, innovative thinking.*

The specific characteristics of the current process of globalization have created a need in the education system to focus more on developing students’ creativity skills, which are connected to receiving, understanding, thinking about, and processing the flow of information through the enhancement of their intellectual abilities. In recent years, it has become particularly important in native language lessons to develop students’ logical thinking, creative approaches, and creative potential, as well as to foster their communicative and speech competencies based on the norms of the Uzbek literary language.

On this matter, many researchers have expressed their findings and approaches in various ways. According to Doctor of Pedagogical Sciences A.R. Hamrayev, “Children absorb educational material creatively only when education is organized in a creative way. Creative absorption is an activity of the students. In turn, creative absorption fosters creativity in children. Since the presented components are hierarchically arranged, each subsequent component is considered an open system in relation to the previous one. Creative education is a particular pedagogical approach aimed at equipping youth with social experience and designed specifically for the development of children’s thinking.”

It operates within the higher organizational system – society – in the sphere of youth education, while encompassing lower organizational systems, addressing the issues of fostering children’s creative abilities through the creative assimilation of content” [1]. Paying attention to students’ creative abilities in native language lessons influences their thinking potential. This approach is emphasized by methodologist N.G. Alovutdinova [2]. “In her research titled “Methodology for Developing Creative Thinking Skills in Mother Tongue Lessons,” the following approach is considered

particularly significant. “ In general education schools, it is necessary to rely on mental activities when developing students’ creative thinking skills and forming their competencies in native language lessons:

Perceptual activity – as a result of actions, a holistic image of surrounding objects and events is formed.

Mnemonic activity – related to the memorization, recollection, and retention of materials connected with the essence and content of objects and events.

Thinking activity – aimed at solving various problems, tasks, and puzzles through the use of intellect, reasoning, and insight.

Imaginative activity – (derived from the word *image*) in creative processes, it involves understanding and mentally reconstructing the characteristics of things that are not directly presented to the mind, using imagination and fantasy.

According to A.R. Aripdjanova, environmental factors influence a person and the development of their creative and innovative qualities. In turn, the creative process is determined by the specific characteristics of both the problem and the individual. The person defines the particular features of the product they strive to create [3]. This view emphasizes that creativity describes the person as a whole or certain of their specific traits. Additionally, creativity reflects an important aspect of talent and also indicates mental acuity. A key means of developing creative thinking is the use of interactive teaching methods. In an interactive learning environment, the spirit of competition, rivalry, and debate strongly influences the intellectual activity of the individual.

This is manifested in students’ coordinated efforts to solve a problem. It helps identify and assess students’ thinking abilities and to develop these abilities, the following creative methods can be used in native language lessons or in other related activities:

Assign students a task related to creative thinking, review their results, and examine their creative work;

Identify students’ topics of interest and conduct discussions on these topics, creating the necessary conditions that allow them to express their ideas with a creative approach (the discussion can be individual or in groups);

Present problematic situations during the lesson and take into account every idea expressed by the students;

Encourage students’ creative thinking in lessons and extracurricular activities by using various engaging didactic games and non-traditional methods, involving all students in the classroom activities.

The use of these creative methods promotes engagement in creative activities, a creative approach to life, and the ability to constantly self-critique and analyze. Based on contemporary psychology and pedagogy terminology, a teacher’s application of creative methods can be defined as the level of knowledge in ideas, intuition,

communication, and creative approach. Correctly applying creative methods in native language lessons allows students to process existing information and generate an infinite number of new models, as it fosters broad thinking within the subject area. Thus, it is evident that the use of creative methods in native language lessons is one of the most effective and productive approaches for the younger generation.

In conclusion, it can be stated that in native language lessons, a teacher plays a crucial role in developing students' creative potential. By applying advanced technologies and innovative methods, the teacher significantly enhances their communicative and cognitive capacities.

REFERENCES

1. Hamraev, A.R. Designing Students' Creative Activities in Mother Tongue Education. Doctor of Pedagogical Sciences (DSc) Dissertation. Tashkent, 2020, 30 p.
2. Alovutdinova, N.G. Methodology for Developing Creative Thinking Skills in Mother Tongue Lessons. Candidate of Pedagogical Sciences Dissertation. Tashkent, 2008, pp. 21–22.
3. Aripdjanova, A.R. Development of the Creative Potential of Teachers in Higher Educational Institutions under the Conditions of Educational Informatization. Doctor of Philosophy (PhD) in Pedagogical Sciences Dissertation, 2017, 15 p.