



The Role of Language in Development of Creative Activity of University Students

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ABSTRACT

The article raises questions of the development of students' creative activity in the Russian language classes.

Keywords:

Game, Speech, Speech Activity, Pedagogical Technology, Self-Education, Exercises, Language

Higher education at all times has played the role of an educator, a creator of personnel capable of developing professional activities, transforming new knowledge and values, expanding, and not just repeating social experience. However, this social function of education - the upbringing of a creative personality - is lost in the course of spontaneous development, which is not based on the choice of science-based strategies, while the institution of higher education itself loses its creative potential.

Teaching all types of speech activity in the classroom in Russian as a foreign language should be carried out in close relationship - speaking, writing, reading and listening. The latter is carried out with the help of special exercises for the development of each type of speech activity that meets its specifics. The entire organization of the educational process should contribute to improving the quality of students' mastery of the main types of foreign language speech activity, to develop their ability to carry out foreign language communication directly, i.e. verbally and indirectly, i.e. through the book). In this regard,

it is necessary to single out the mandatory characteristics of the methodological content of a lesson in the Russian language: in the process of developing speech skills, it is necessary to constantly vary speech situations related to the speech-thinking activity of students; speech material should be memorized by students involuntarily; repetition of speech material should be carried out due to its constant inclusion in the topic of the lesson; the content of educational materials should be of interest to students, first of all, by its informativeness; exercises should provide a complete combination and paraphrase of speech material; into the training program, it is necessary to constantly optimize, thereby giving novelty to the educational process.

In addition, special attention should be paid to the organization of independent education of students, which contributes to the development of both the necessary creative activity and the ability to independently determine the goals of learning, choose and rationally use the means and methods of learning, as well as independently monitor the

progress of educational activities and evaluate her results.

The possibilities of manifestation of students' creative activity are different in the process of mastering the language, communicative or methodological competence. In the first case, it provides for the mastery of the pronunciation norms of a foreign language, sufficient vocabulary and the ability to correctly build and perceive speech in a foreign language in a grammatical sense. Even at an advanced stage of mastering a foreign language, the possibilities of a creative approach to the use of foreign language means are limited, although there are individual preferences in the choice and use of lexical and grammatical means, which depends on the individual student.

In the process of mastering communicative competence, a wide scope opens up for the manifestation of creative potential and the corresponding activity of the student. In addition, in a non-linguistic university, we can talk about mastering pedagogical communication, which places increased demands on creativity, communicative culture and endurance, both of the teacher and the students themselves - future professionals, since professional and pedagogical communication is intensely transformative, and not information-consumer character.

The true professionalism of a teacher implies the presence of his creative abilities, creative activity, and his creative activity - the achievement of creative results. Accordingly, the professional training of a foreign language teacher provides for the actualization and development of students' creative activity in foreign language classes, the accumulation of their creative potential [1, p. 25].

Thus, the development of students' creative activity in foreign language classes should be understood as the purposeful realization of the student's individuality in the process of mastering the creative component of foreign language speech activity, pedagogical communication and future pedagogical activity on the basis of a whole range of favorable pedagogical conditions and effective didactic technologies. All pedagogical technologies are based on the idea of creating adaptive

conditions for each student. From this point of view, the most complete, according to Zh. A. Karaev, is the definition of V. P. Bospalko, supplemented by him with the following requirements [1]:

- 1) a diagnostic setting of learning goals and objective control of the quality of assimilation of educational material by students, development of the personality as a whole are necessary;
- 2) it is necessary to implement the principle of integrity (structural and content) of the entire educational process, the harmonious interaction of all elements of the pedagogical system;
- 3) pedagogical technology offers a project of the educational process that determines the structure and content of educational and cognitive activities the student himself;
- 4) minimize pedagogical impromptu in practical teaching, guaranteed achievement of learning objectives.

Among the variety of modern pedagogical technologies for teaching a foreign language, the technology of project activity deserves close attention. The use of this technology develops students' skills of collective interaction, the ability to work creatively in a team, the ability to accept other people's opinions and defend their own. This learning technology ensures the activation of the personal qualities of students, providing freedom in choosing the topic of the project and further work on it.

At present, multimedia technologies have been introduced into the educational programs of the universities of the Republic of Uzbekistan, representing a special type of computer technology that combines both traditional static visual information (text, graphics) and dynamic (speech, music, video clips, animation), learning - the glorious possibility of simultaneous impact on the visual and auditory senses of students, which allows you to create dynamically developing images in various information representations (auditory, visual).

A characteristic feature of multimedia technologies in comparison with traditional

ones in the educational process is the presentation of information not only in the form of text, but also in the form of images that allow the maximum concentration of students' attention, contribute to a better understanding, comprehension and memorization of information.

Due to the simultaneous impact on the student of auditory (sound) and visual (static and dynamic) information, multimedia learning systems have a great emotional charge, contribute to the development of creative activity of students in learning a foreign language, the creation of various and effective forms and teaching methods [2, 3].

The search for adequate pedagogical conditions and didactic technologies as a means of developing the creative activity of students of a language university in the classroom led us in our study to the use of a whole complex of games.

In the philosophical and psychological-pedagogical literature, the game is defined both as an independent type of activity aimed at recreating and assimilating social experience, and as a type of human activity that has its own history of development, covering almost all periods of human life. It must be emphasized that at various stages of human development, the game, without losing its characteristic quality (pleasure from the process of playing itself), can act both as a means of mastering the world around, and as a special kind of professional work, and as methods training aimed at the formation and development of students' communicative competence in their native and foreign languages.

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