# MODELS OF DESIGNING CREATIVE ACTIVITIES IN MOTHER TONGUE TEACHING

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In this article we are talking about how, in order to design the creative activity of students when teaching their native language, from the point of view of a teacher applying creative design, the following concepts are interrelated and subordinated: teacher and textbook, teacher and teaching materials, teacher and visual aids, student and textbook, student and teaching material, student and visual aids, from the point of view of the leading activity of the teacher engaged in designing during the lessons, the teacher and the project, the teacher and the student, the teacher and the student's attachments, the student and the teaching materials. Project activity should be considered as part of the professional competence of a teacher, which represents the unity of theoretical and practical training for the implementation of pedagogical activity and characterizes professional quality.

**Keywords:** project training, student, educational material, project activity, competence, pedagogical technology, modeling, information, education system.

## INTRODUCTION

Today, every teacher or production worker must know a set of information and communication technologies and technical systems. At the same time, the teacher is an active participant in production, a production specialist, in turn, must act as a teacher. Now an important task should be to educate our youth on the basis of innovative educational technologies at a high level in educational institutions with modern equipment. To do this, each teacher must work on himself, keep up with the times, thoroughly know and implement innovative teaching technologies in his work. Nowadays, the old traditional style lessons do not meet the needs of our youth, they do not even want to listen to such lessons. Considering the current process of globalization and the rapid growth of the intellectual development of our youth, the use of methods and technologies that require a creative approach in methodology remains an urgent problem today. At all stages of the education system, self-study or independent research is carried out. But such exercises are not observed according to their own rules, so these exercises do not give the expected result. In fact, in such classes, the teacher sets a specific task for the student, student or listener based on special schemes, formulas, mathematical equations with visual aids.

## MAIN PART

It is well known that the main relationship in the educational process is the relationship between the teacher and the student. In creative education, this connection plays a central role, changing its form. If in traditional education a teacher and a textbook, a teacher and teaching materials, a teacher and visual aids, a student and a textbook, a student and educational material, a student and visual aids, etc. are interconnected, then in computer education their

form changes slightly [1]. In order to design the creative activity of students in teaching their native language, from the point of view of applying creative design, teachers are interconnected and subordinate to the following concepts: teacher and textbook, teacher and teaching materials, teacher and visual aids, student and textbook, student and educational material, student and visual manuals, from the point of view of the leading activity of the teacher involved in the design during the lessons, the relationship between the teacher and the project, the teacher and the student, the teacher and the student's attachment, the student and teaching materials. [2]. First of all, let us dwell on the activities of a teacher involved in design. Naturally, the effectiveness of training depends on the quality of a structured project. There are two levels of activity in the structure of project activity: the creative nature of design, which involves the creation of new knowledge in the form of projects; the individual nature of the design, which reflects the personality of the teacher in the project, created on the basis of studying the experience of advanced teachers. Project activity should be considered as part of the teacher's professional competence, which is the unity of theoretical and practical training for the implementation of pedagogical activities and characterizes professional quality [3]. Theoretical preparation for project activities is a high level of knowledge of a set of skills and competencies in design. Muravieva G.E. believes that design is the ability to predict the outcome of the development of the didactic process; project implementation planning; designing the technological process of creating a material base; introduces modeling questions to obtain new information about the object [4].

Slastenin V.A., Kuzmina N.V. believe that a reflexive set of competencies that determine the teacher's theoretical readiness for project activities, ensuring self-improvement of pedagogical activity; cognitive, developing the ability to improve their methodological level; educational, forming skills and competencies, in obtaining and using information; communicative, developing oral and written communication technologies; introduces social competence, which focuses on understanding the essence of one's professional competence.

The purpose of education, which is the leader of pedagogical technologies in the design of education, remains one of the most important aspects in the design of the content of education. They can be expressed as follows [5]:

- When studying subjects, first of all, determine the level of study of basic concepts and design their study;
- Development of the main concepts of educational standards, their compliance with the curriculum, their relevance for the future activities of the student;
- Designing teaching methods;
- Designing the level of preparedness of the student;
- Ensuring that the content of the training meets the intended purpose;
- Pre-project teaching methods, which of them to use at what stage of the lesson;
- Designing the level of assimilation of knowledge and skills by students in different types of lessons;
- Design the use of various methods of verification and control in the learning process;
- Development of effective use of modern information in each lesson;
- A preliminary record of the methods, means, results that need to be achieved in the preparation of texts of educational materials;

- Creating a database of goals and objectives for the subject, designing their completion through assessment, etc.

The process of teaching new material is organized taking into account the characteristics of the educational material. If the theoretical material is not large in size, it is better to move on to learning and consolidating it without breaking it into parts. If the learning material is extensive and can be taught in interconnected parts, an explanation of the parts will be helpful. The division of educational material into logically interconnected parts leads to the fact that the structure of the acquired knowledge becomes as conscious as possible, assuming that this knowledge is associated with previously learned knowledge. All this is decided by the teacher in the process of pedagogical processing of educational material [6].

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Innovative approaches to modeling the learning process in methodology, as well as the ability to model the pedagogical system and processes, learn to adapt to this process have become an urgent need for modern youth. For many years, simulation has been one of the hottest methods in scientific research. Today, humanity cannot imagine its scientific, educational, technological and artistic activities without modeling the world around. Rigid and precise formulation of imaginations (models) is very difficult, but by the 21st century, mankind has accumulated rich experience in modeling and using various objects and processes. Modeling in pedagogical research allows you to combine empirical and theoretical knowledge obtained from human experience, its impressions through the senses and observations in the natural environment, that is, experience, the structure of logical connections and scientific abstractions in the study of a pedagogical object.

The concept of "model" (fr. Modele / lot / modulus - means measure, norm), a product that arises as a set of information about a specific source object in natural science or science in general - an object, a material device, a graph, a diagram, in general, a means of knowledge . [7]. In other

words, the model is an imitation of natural objects (similarity, imitation), corresponds to the Uzbek words "kolip-stencil", "andaz-pattern, template". The model serves as the basis for the occurrence of events in which explicit or abstract objects are explored in miniature objects, diagrams, drawings, physical structures. The creation of models is as continuous as the process of scientific development. It is widely used in the learning process based on visual models and allows you to visualize an object or process that is difficult to master directly [12].

"Modeling" is the integration of educational materials or educational content into a complete system [8]. Any science at the stages of education must be based on a model. The use of modeling is directly related to a deeper understanding of the nature of educational situations and processes, a serious study of the theoretical foundations of the study. Facilitating the content of the educational process, activating the student's independent knowledge, implementing a student-centered approach to the student, etc. Therefore, modeling is "a method of studying objects of knowledge in their models; to identify or improve the description of apparently existing events and objects to be built, to facilitate methods for their creation, and to create and study for their management. Modeling is a technique that simplifies every scientific object. In this way, the model solves a problem that traditional theories cannot explain by revealing an aspect of the object that has not been observed before but may be realized in the future.

The modeling of linguistic units in the Uzbek language is based on a stable relationship between the elements of these symbols. Therefore, the division of relations between the elements of the whole into stable and unstable types is important for linguistic modeling. Modeling is an interdisciplinary method common to all disciplines.

It is less effective to explain new material to a student without schemes, techniques, certain formulas, in a word, models. Modeling is used to facilitate the content of educational material, improve the planning of the educational process, management, forecasting, diagnostics, design of educational activities and educational processes.

For many years observational methods were the only method in linguistics. But with the help of these methods, the inner essence of linguistic phenomena is not revealed. By observation it will be possible to study word forms, sentence structure and other structural features. Since the structure of language and speech is complex, it will not be possible to fully study them using the method of observation, because language and speech have their own complexities.

One of the main tasks of teaching the native language at school is the formation of a culture of speech in students. Cultural speech is distinguished by the originality of the national language, semantic accuracy, color, variety of words, and artistic expressiveness. The oral form of cultural speech must comply with the orthoepic norms of the literary language, while the written form must comply with spelling norms, style, etc.

Speech culture is formed as a result of the organization of intellectual and practical activities of students according to the norms of the literary language. Everyone recognizes that the rules that all speakers of this language must follow are the norms of the literary language. The norms of the literary language include words that exist in a particular language, word formation, word formation models and word modifications, word combinations, rules for the correct use of sentences in speech.

The essence of language is that it is a human activity. Speech activity is characterized by the fact that one person conveys his thoughts, desires and demands to another, and the second

person understands the thoughts of the first, responds to his demands in the form of affirmation or denial. This means that two people are involved in speech activity: the transmitter-speaker and the receiver-listener.

In the process of speech activity, both the speaker and the listener rely on words, phrases and sentences. The word, phrase, and "utterance" in a sentence serves the speaker, while the "hearing" serves the listener. "Speak" and "hear" are meaningful sounds that are the first form of language - live speech. The second form of language is written speech.

It is extremely important to take into account the peculiarities of oral and written speech in teaching, to observe their relationship. In grammar lessons, children learn the secrets of correct speech, teaching students to select words in accordance with the purpose of speech, revealing the meanings of words. The faster the student can select words in accordance with the purpose of speech, the more active he will be in speech activity. Consistent study of school grammar leads to the development of speech skills that allow students to actively participate in the speech process. What is speech ability? One of the problems studied by modern psychology is the question of personal abilities. According to personality psychology, abilities are a combination or synthesis of individual traits that can meet the requirements of human activity. Speech abilities are a manifestation of human abilities. The most urgent problem in the field of mother tongue teaching is learning the skills necessary for successful language acquisition and creating a learning system that directly affects the development of these skills.

The choice of a word in accordance with the purpose of mental speech is carried out by adding auxiliary means (auxiliary words and suffixes) to the selected words, which represent various connections in thought. Choosing the right words, combining them grammatically to make a speech also shows the ability of the speaker. If a person understands the meaning of the words he uses, he chooses them correctly, if he chooses correctly, he can adjust his speech according to the purpose. Given that speech and hearing are psychophysiological processes, S.F. Ivanova used the term "psycholinguistic abilities". The meaning of the word is connected with the expression of things in existence - events, their sign, movement, quantity, and so on. "Just as something resembles another, so the word makes you think about its meaning," wrote the famous Russian scientist L.S. Vygotsky. "It is clear that when an event passes through the human mind and finds its expression in language, that expression also becomes an object of language." For example, in the phrase "plants wither" for a biologist, what has withered is considered a plant. The biologist interprets the studied plant (object) as an object, as a linguistic expression of the plant - (plant) as a linguistic subject. The human mind becomes an active factor in the cognition of an objective being through linguistic categories - words, speech.

The use of a word in speech is characterized by two different factors; selection of words according to the purpose of speech, grammatically harmonizing the selected words. Thus, the choice of words in accordance with the purpose of speech, the correct pronunciation of words and phrases and correct listening are components of psycholinguistic abilities.

In the literature, when teaching a language, two things are taken into account: theoretical knowledge, skills acquired in connection with theoretical knowledge. But the third thing that a child needs to develop at school - speech abilities, which begin to form from a young age in the process of communicating with people - is overlooked.

It is necessary to create such a system of education so that the theoretical knowledge provided by the language, the formed skills, on the one hand, correspond to the speech skills available to children, and on the other hand, effectively influence the development of existing skills among students.

Language is directly related to thinking. Language cannot develop without thinking, thinking without language. Consequently, any work aimed at improving the speech of students in the lessons of their native language is also a factor in the development of children's thinking. Therefore, the development of students' speech when teaching in their native language is an urgent problem.

Consciousness is the perception of being in the human brain. With the help of the organs of sight, hearing, touch and taste, the things of the external world are reflected in the human mind. Through thinking, a person distinguishes, compares, analyzes and synthesizes the similarities and differences of things and phenomena in nature and society. They are materialized in the language, they are understandable to people.

The role of abstraction and generalization in the thought process is great. Speech, inextricably linked with abstraction and generalization, provides a person's perception of reality at the highest level. The second signal system, inextricably linked with abstraction and generalization, is not only the highest level of perception of material existence, but also the highest regulator of human nervous activity, the control of all his behavior.

Based on the doctrine of the interdependence of language and thinking, the following pedagogical conclusions are made:

1. Language and thinking are dialectically interconnected. Just as the walls of a building under construction are built of bricks, each stage of thinking is supported by words. Therefore, increasing the vocabulary of students is a key task of school education.

2. As a result of mastering the language, students will learn the secrets of the correct use of words, phrases and sentences. This shows the perfection of students' speech, as well as their thinking.

3. The reliability of knowledge gained in the context of a particular topic is determined by the degree to which the student is able to express this knowledge in his own words. As a result, students write, learn and speak more in the classroom.

Teaching the native language as a subject at school means enhancing its educational role, turning it into a sharp educational tool. Let the social functions and educational value of the language be felt not only by the teacher, but also by the student. Students must understand that a person speaks for himself, and does not write for himself, but rather speaks for people and writes for people as a social necessity.

Later, modeling began to be used to illuminate linguistic phenomena. In the modeling method, the researcher studies the model of the object, not the object itself. There will be interdependence and proportionality between the original and the model. Creative models emerged as a result of linguistic development. In this case, language models become creative, exploring what exists. Based on the immutability of creative models, conclusions are drawn about the options.

Recently, the modeling method has been actively used in linguistics [8]. At the same time, scientists consider a number of advantages and pragmatic aspects of this method. This can be explained as follows:

- First, modeling is a practical method, not a descriptive one;
- Secondly, the modeling method is optimal in any situation ("the most convenient", "the most acceptable");
- Thirdly, the modeling method is based on the principle of economy. No need for long definitions and descriptions;
- Fourthly, it simplifies and simplifies the explanation and interpretation of the object.

It is known that the main content of "educational content" consists of educational material intended for teaching students, which in turn is divided into learning elements. There are also a number of forms of learning materials such as learning assignments, learning questions, educational exhibitions [7].

The educational material is presented in the form of a curriculum for each subject and a sample of certain knowledge in the textbook. Since the educational process consists of the study of educational material, before the start of the educational process, it is necessary to analyze it and pedagogically process it. The process of pedagogical processing of educational material is carried out in several stages. Such activity begins with the division of educational material into educational elements, which are its smallest unit [5].

In creative education, individual elements of learning are placed in a certain system, and a text of educational material is prepared that reveals the content of each element of learning. "Basic concepts of knowledge play a central role in any education system. If they are not developed methodically in detail, high learning efficiency will not be achieved" [10]. Also, "It is believed that the basic concepts of knowledge play an important role in an automated learning system: they are a diagnostic element in determining the psychological characteristics of the subject of self-study, a parameter for optimizing the educational process, etc."

The training material consists of logically connected parts. Therefore, it is effective to explain it in parts - learning elements. Narrative style is the most convenient way to teach a lesson by breaking it down into elements. Moreover, the smaller the amount of information provided and the more it is verified, the more successful the management of the learning process will be [6].

"Educational process", V.S. Shubinsky - can be conditionally divided into two stages. At the first stage, students need to remember the necessary information, such as the definition of a concept, its properties, the expression of a rule, etc. At the same time, students cannot use them to solve problems. The second stage is the stage of exercises, in which the knowledge gained in the first stage is applied to solve problems, and the knowledge gained is raised to the level of skills and competence" [215]. The student can fully assimilate the described material. However, in most cases this is related to the material, which makes it difficult to answer questions that are not described in the training materials, or to apply the knowledge gained to solving practical problems. Exercise plays an important role in overcoming this problem [127].

Student activity - the study of teaching as a subject of creative activity expands the possibilities for determining the principles of student creativity. We highlight the unity of independence, activity, consciousness, contradiction, causality, generality and individuality as the principles of educating children's creative abilities.

## RESULTS AND DISCUSSIONS

An analysis of children's activities in subject-object relations makes it possible to single out two interrelated aspects of children's creativity - point of view: the point of view of the process; in terms of funds. According to these views, the interaction between the student and the learning material requires an analysis of the learning materials first, and then the activities of the students.

The types of modeling according to the degree of generalization of the object are as follows:

1. An analytical model aimed at characterizing a linguistic fact.

2. Intermediate model or additional model.

3. Synthesizing model based on maximum generalization. The concept of a linguistic model was introduced by such representatives of structural linguistics as E. Sapir, L. Bloomfield, R. Jacobson, N. Chomsky, Z. Harris, C. Hawker. The development of the linguistic model refers to the 60-70s of the twentieth century (the period of the beginning of the development of mathematical and cybernetic linguistics).

For many years observational methods were the only method in linguistics. But the use of these methods does not reveal the inner essence of linguistic phenomena. By observation it will be possible to study word forms, sentence structure and other structural features.

Since the structure of language and speech is complex, it is impossible to fully study them using the method of observation. Because language and speech have their own difficulties. Later, modeling began to be used to illuminate linguistic phenomena.

Recently, the modeling method has been actively used in linguistics. At the same time, scientists consider a number of advantages and pragmatic aspects of this method. This can be explained as follows: firstly, modeling is a practical method, not a descriptive one; secondly, the modeling method is optimal ("the most convenient", "the most optimal") in any situation; thirdly, the modeling method is based on the principle of economy. No need for long definitions and descriptions; fourthly, it simplifies and simplifies the explanation and interpretation of the object.

Along with the positive and pragmatic aspects of the modeling method, there are also limited aspects. They manifest themselves in the following: modeling is based only on constructive and formal features. At the same time, the semantic side, semantic aspects are ignored. However, the essence of any phenomenon, especially linguistic, is expressed in the unity of form and content; as knowledge about the object develops, models become obsolete. In a certain sense, science develops through the negation of previous knowledge. Existing models are relatively limiting on the frontiers of knowledge and can lead to erroneous assumptions; nothing in nature and society is free from the influence of other objects. That is, the models are relativistic in nature, they cannot be taken as absolute reality.

Modeling began to be actively used in linguistics under the influence of the direction of structuralism. The idea of modeling the structure of speech was put forward in the 1950s by the American linguist Charles Freese. Summarizing his views, the scientist in 1952 created a study called Thye Struture of English. C. Freese called his concept the distribution model. According to him, a sentence is a chain of words belonging to certain groups of words, and the analysis is based on a morphological basis. For example, the phrase "Yesterday a young man painted the door" is analyzed based on a distribution model as follows: D 3 P 2-d D Ib 4 Here D is a definition

of a noun, D3 is an adjective, I is a singular number, P2 is a past tense verb, I4 is a participle. Consequently, in this model, the main criterion for modeling the structure of speech is the distribution (distribution, environment) of word forms belonging to different groups of words in the speech chain. In Uzbek linguistics, the smallest, minimal form of a sentence is the [WPm] form, and this model combines all the features of a simple sentence. This model reflected both the inner essence and the formal side of the proposal. Symbolic units in the model have such meanings as [W] - (English word), [P] - (English Pridate), [m] - (English indicators cut with a marker).

The modeling of linguistic units in the Uzbek language is based on a stable relationship between the elements of these symbols. Therefore, the division of relations between the elements of the whole into stable and unstable types is important for linguistic modeling. Modeling is an interdisciplinary method common to all disciplines.

Today it would be advisable to try to apply the achievements of linguistics in the process of teaching the native language. In particular, the main goal of the national methodology is the development of students' thinking and thinking, as well as providing them with wide opportunities. Therefore, if the reader is given speech samples, he will have the opportunity to develop speech, develop speech. For example:

Noun - noun (N)

Verb - verb (V)

Adjectives-adjective (Aj)

Number - numeral (Nb)

Pronouns- pronoun (Ps)

We suggest setting a marker in the form of an additional indicator (m). For example:

Ps+Vm+ N I am reading a book. You are preparing a lesson. We picked cotton. It can be seen that the student can build three different sentences using a single model. This serves as the basis for the development of the student's thought process.

## CONCLUSION

One of the main tasks of teaching the native language at school is the formation of a culture of speech in students. Cultural speech is distinguished by the originality of the national language, semantic accuracy, color, variety of words, and artistic expressiveness. The oral form of cultural speech must comply with the orthoepic norms of the literary language, while the written form must comply with spelling norms, style, etc.

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