

## Designing Creative Activities of Students in Native Language and Reading Literacy Classes

*Qo'ldoshev Rustambek Avezmurodovich, Ph.D*

*Bukhara State University Associate Professor, Doctor of Philosophy in Pedagogical Sciences,  
r.a.quldoshev@buxdu.uz*

*Toyirova Nazokat Moxirovna*

*Bukhara State University, Primary education methodology teacher  
n.m.toyirova@buxdu.uz*

### ABSTRACT

*This article provides information on the design of creative activities of students in the textbook of mother tongue and reading literacy. Summarizing ideas about the problem of designing students' creative activities in the textbook of mother tongue and reading literacy, a number of questions such as the structure of designing students' creative activities, its role in pedagogical practice, and its solution serve as a methodological basis for the study of this topic. explained about the performance.*

**KEYWORDS:** *design, education, creative activity, project, text, speech, method, skill, skill, expressive reading, image.*

The problem of designing the creative activity of students in the primary-grade mother tongue and reading literacy textbook is a new, modern direction in the field of didactics, as well as methodical sciences. 'complicated to learn. If the ways, tools, and principles recognized by the scientific community for conducting scientific research on traditional topics are defined and refined to a certain extent, the research methods used in the design of the creative activities of students in the Mother Language and Reading Literacy textbook and means have not been sufficiently studied as research objects, the principles of their determination have not been analyzed. In the problem of designing the creative activity of students in the textbook of mother tongue and reading literacy - describing knowledge, empirical views by means of categories such as "education", "creative activity", "project", "designing" from "essence to reality", "from reality" requires a transition to the essence. The transition from essence to reality means moving from the existing knowledge on the design of students' creative activities, from the experiences used in the activity to new knowledge, to the improved experience of designing students' creative activities. The transition from reality to the essence of the technology of designing students' creative activities in native language education, which we offer, is an advanced form of the problem of designing education based on new experience features, used methods, tools, and observed principles.

In our opinion, creative activity is an educational task developed and performed under the guidance of a teacher, aimed at making students active and conducting new, original and practically valuable activities.

Summarizing ideas about the problem of designing the creative activity of students in the textbook of mother tongue and reading literacy, a number of questions such as the structure of designing the creative activity of students, its role in pedagogical practice, and its solution serve as a methodological basis for the study of this topic. does. The problem of designing the creative activity of students in the textbook of native language and reading literacy is an organizational system, which

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has a number of unique qualities: first of all, designing the creative activity of students in the textbook of native language and reading literacy is a didactic and special methodology. inextricably linked with research in the field of science. In order to design the creative activity of students in the teaching of the subject of the mother tongue, the system of studying educational materials, educational elements for each subject are separated, and the real knowledge possibilities of students are studied. On this basis, the characteristics of designing students' creative activities are determined, and the principles, methods, tools, norms of organizing, managing, and controlling students' activities are developed during their creation.

In didactic and methodical research, firstly, there are a number of advantages in the study of the research conducted, the knowledge gained as a result of it, in this case, the composition of the problem of designing the creative activity of students in mother tongue education. Such an analysis will clarify the researcher's perception of the problem and provide a comprehensive understanding of the relevance of the topic.

When thinking about the design of students' creative activities in mother tongue education, it is necessary to distinguish between two different meanings:

1. The content of mother tongue education and the system of knowledge, skills, qualifications and competencies. In this, the design of mother tongue education, the ability of teachers and students to distinguish the purpose of educational tasks, the compatibility of educational tasks with the didactic goals of the educational process, the purpose of teaching educational material with educational tasks. Consists of such elements as the compatibility between educational tasks and the inclusion of developmental and educational goals of education, each of them has its own tasks and tools.

The process of designing creative activities of students in the textbook of mother tongue and reading literacy. Designing is one of the important conditions for organizing the pedagogical process and ensuring its success.

When designing the pedagogical process:

- analysis of the content of pedagogical activities;
- predicting results;
- tasks such as creating a project for the implementation of planned activities are performed. At this stage, the activity designed on the basis of the determination of the content and means of the educational process by the teacher independently, and at the same time in cooperation with the student, takes the leading place. Therefore, the design of the pedagogical process is the creation of a project that serves to fully express the general essence of the pedagogical activity, which is organized on the basis of the tripartite project → content → activity. The projects differ from each other according to the subject and its direction. Analytical activities carried out by the pedagogue in projects and ending with diagnosis; creative activities such as foresight and design are manifested. Diagnosis, foresight and design are the indispensable trinity of solving any pedagogical task. The purpose of the project is reflected in advance on paper as a schedule, a brief written statement. The effective solution of strategic, tactical and operational tasks depends on the quality of design technology.

In the design of the pedagogical process, not only the activities of the pedagogue, the content and possibility of using pedagogical tools should be taken into account. It is necessary to cover the content of activities organized by individual students and groups of students.

Taking into account the variability of the problem of pedagogical design of the educational activities of young students, the urgency is determined by the need to implement the subject position of students in the transition to the developing educational model of mass primary schools. However, a

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number of important contradictions were identified in solving this problem:

- between the modern requirements of the educational policy and the current explanatory and illustrative model for the transition of public elementary schools to the developing educational model;
- between the subjective nature of the educational activity in the developing educational model and the expressed objective position of the child while interacting with the teacher during the development of the educational process;
- between the necessity of pedagogical planning of the educational activities of young students in the conditions of developing education and the unwillingness of elementary school teachers to solve this problem.

Taking into account this situation, we emphasize that there is a problem formed as follows: what is the peculiarity of the pedagogical design of the educational activities of young students in the conditions of developing education?

In the conditions of developing education, it is assumed that the pedagogical design of educational activities of children of primary school age will be effective:

- a design model is developed to ensure the intersubjective interaction of the participants of the educational process in the development of the components of the educational activity of children of primary school age;
- an algorithm for implementing the design model in the developing educational environment at the organizational-pedagogical and subject-activity levels will be developed;
- criteria and implementation indicators for the design model of educational activities in the practice of primary schools are determined;
- psychological and pedagogical conditions are created for the implementation of the model of educational activity, taking into account the characteristics of the development of the educational activity of primary school students.
- a program for preparing primary school teachers for pedagogical design of educational activities of young students in developing educational conditions will be developed and implemented.

Based on this problem, the following tasks are defined:

1. Analysis of philosophical, psychological and pedagogical literature on the problem of designing educational activities of young students.
2. Development of a model for designing educational activities that determines the subject position of the child in the educational process in the organization and implementation of educational activities of primary school students.
3. To determine the algorithm for the implementation of the model of designing the educational activities of primary school students in the model of educational development.
4. To determine the criteria and indicators for the implementation of the design model of the educational activity of small students in the practice of primary schools.
5. To determine the psychological and pedagogical conditions for the implementation of the design model of the educational activity of children of primary school age.
6. Development and testing of the teacher training program for the implementation of the design model of the educational activity of small students in the practice of primary schools.
7. To study the dynamics of formation of educational activity of young students as a result of testing the recommended model in primary school practice.

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Various research methods were used to solve the set tasks: General theoretical: analysis of philosophical, sociological, psychological and pedagogical literature on the research problem, content analysis; empirical: questionnaire, interview, pedagogical observation, psychological and pedagogical diagnostics; statistical: quantitative and qualitative analysis of research data.

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