

Modeling of Teacher Activity in The Design of Creative Activities of Students in Primary School Mother Tongue Education

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ABSTRACT

The teacher manages, controls the process of assimilation of the educational content by the students, determines the degree to which the objectives of the teaching have been achieved. The purpose of Education determines the elements that are important to education, such as the educational and methodological tasks that are necessary to achieve the educational goal, how to control the stages between the achievement of the goal and the overall result, what auxiliary tools are used, what information is collected about the educator, what methods of teaching should be used, what are the It is known that the main relationship in the educational process is the relationship between the teacher and the pupil. In creative education, too, this link takes the main place, changing its form. Among the links in traditional education, if the teacher and textbook, the teacher and instructional material, the teacher and visual weapons, the reader and textbook, the reader and instructional material, the reader and visual weapons etc. are included, their form in Computer Education will change slightly. In native language education, from the point of view of the teacher who is working for the purpose of designing the creative activity of the students, the connections of the teacher and textbook, the teacher and instructional material, the connections of the teacher and visual weapons, the connections of the teacher and the project, the connections of the teacher.

Keywords: *design, quality of Education, Activity, native language education, technological process, design of education, teacher, reader.*

I. Introduction

We will dwell on the activities of the teacher involved in the design. Naturally, the effectiveness of education depends on the quality of the structured project. In the structure of the design activity, two levels of activity are observed: the creative character of the design, which implies the creation of new knowledge in the form of a project; the individual character of the design, which reflects the pedagogical personality in the project, created on the basis of the study of the experience of advanced educators. It is necessary to consider the design activity as part of the professional competence of the educator, which characterizes the unity of theoretical and practical preparation for the implementation of pedagogical activity and characterizes the professional quality [1]. Theoretical preparation for the design activity is a high degree of mastery of the set of design skills and competences. G. The e. Muraveva diagnoses the design skills as being able to predict the outcome of the didactic process development; planning the implementation of the project; constructing the technological process of the creation of material means; introduces issues of modeling of obtaining new information about the object [1].

V. The A. Slasten [2] introduces reflexive, which provides self-improvement of pedagogical activity to the set of compartments that determine the theoretical preparation of the teacher for the

design activity; cognitive, which develops the ability to increase its methodological level; educational, which forms the skills and skills for obtaining and applying information; communicative, which develops the technology of oral and written communication; social competence, which

The main part. The purpose of Education, which is considered the leader in pedagogical technology in the design of education, remains one of the most important problems in the design of content. They can be expressed as follows[3]:

- in the study of educational subjects, first of all, to determine the level of study of the base concepts and to design their study;
- to design the relevance of base concepts to educational standards, curricula, student's future activities;
- design of teaching methods;
- to design the level of preparedness of the student;
- to ensure that the content of the training is consistent with the set goal;
- preliminary design of educational methods, at what stage of the lesson it is necessary to apply them;
- to design the level of skills and knowledge acquired by students in various types of lessons;
- to design the use of various methods of control and control in teaching process;
- design of efficient use of modern information in each lesson;
- ways to achieve educational goals in the preparation of texts of educational material, tools, pre-recording of the achieved results;
- to create a base of goals and objectives on the subject of the study, to design its completion by evaluation, etc.the G.

The process of teaching a new material is organized due to the characteristics of the instructional material. If the theoretical material is not wide in terms of volume, it is better to pass on reinforcement, teaching it without parts. The learning material is extensive in terms of volume, and if there is an opportunity to teach it by separating it into interconnected parts, it will be useful to explain by parts. Separating the instructional material into interrelated logically connected parts, the teaching leads to a conscious perception of the structure of the assimilated knowledge as much as possible, an idea of the relevance of this knowledge to the previously learned knowledge. All this is solved by the teacher in the process of pedagogical processing of educational material[3].

At present, every educator or production worker is aware of the complex of information and communication technologies and technical systems. At the same time, an active participant in pedagogical production, a production specialist, in turn, should perform his pedagogical duties. The important task of Endi is to educate our youth on the basis of innovative educational technologies at the level of high requirements in educational institutions with modern technical support. For this, it is necessary for each educator to work perfectly on himself, not lagging behind in time, to carefully study and introduce innovative technologies in his work. At present, the lessons of the old traditional style do not meet the need of our young people, they do not even come to listen to such lessons. Taking into account today's globalisation process and the rapid growth of our youth's mental development, our use of methods and technologies that necessitate creativity (creative), independent research in the methodology remains a pressing issue of today. At all stages of the educational system, independent education or independent research training is carried out. But in such training, their own laws are not

applied, so even these exercises do not give the expected result. The fact is that in such training the teacher gives the student, the student or the audience a certain task on the basis of a special scheme, formula, mathematical equations with visual weapons. Reader (listener)s Bunda like traditional lessons, not from theory to practice, but from practice to theory and create creative ideas, draw their own conclusions within the framework of the topic. Working on such technologies is highly effective in education. There are several methods and technologies in pedagogy that require independent work. These in the sentence, it is also possible to include the technology of medelling.

Innovative approaches to the modeling of the educational process in the methodology, as well as the knowledge of modeling the pedagogical system and processes, and the study of adaptation to this process, have become the most necessary need for modern youth of today. For many years, modeling has been one of the most relevant methods of scientific research. Today, mankind can not imagine that it lives without modeling the world around it in its scientific, educational, technological, artistic activities. It is very difficult to formulate imagination (models) strictly, accurately, but by the 21st century, mankind has accumulated a rich experience of modeling and the use of various objects and processes. Modeling gives an opportunity to combine the experience of a person in pedagogical research, his impressions through his sensory organs, as well as empirical and theoretical knowledge obtained from his observations in natural conditions, that is, experience in the process of studying a pedagogical object, the structure of logical connections and scientific abstracts. In most cases, in the process of lesson planning, teachers face the concept of pedagogical modeling. But according to scientists [1, 2, 3, 4, 5, 6, 7, 8] modeling is not given enough attention in modern science, which negatively affects the effectiveness of Education.

The concept of "Model" (Fr. Modele/ latin / modulus – means measure, norm), derivative-object, material device, graph, scheme, in general, the means of cognition, occurring as a set of information about a particular original-object in natural science or in science in general [1]. In other words, the model is an imitation (analogy, imitation) of natural objects, it corresponds to the words "mold", "andaza" in the Uzbek language. The model serves as the basis for the occurrence of events, in which specific or mavhum objects are studied in small-scale objects, schemes, drawings, physical constructions. The creation of models is as continuous as the development process of science. It is widely used in the process of training from visual models and provides an opportunity to directly visualize by eye an object or process that is difficult to master.

"Modeling" is the bringing of educational materials or educational content into a holistic system [3]. Any science in the educational stages needs to be based on the model. The application of modeling is directly related to a more in-depth understanding of the educational situation and the essence of the processes, a serious study of the theoretical framework of the study. To facilitate the composition of the educational process, to activate the independent knowledge of the student, to implement an individual-oriented approach towards the student, etc. Hence, modeling is the " method of research of objects of cognition in their models; identify or improve the characteristics of existing subjects, events and objects to be constructed, facilitate the methods of making them, construct and study for management vs." Modeling is a method that simplifies the object of each fan. For this reason, the model solves a problem that traditional theories could not understand, discovering the side of the object that has not been observed before, but could be realized in the future.

The modeling of linguistic units in the Uzbek language is based on the stable relationship of the

elements in the composition of these signs. Therefore, the separation of relations between the elements of the entirety into stable and unstable types is important for linguistic modeling. Modeling is a science-based method that is specific to all disciplines.

The effect of explaining the new material to the reader without schemes, devices, marking formulas, models in a word will be less. Modeling is used to facilitate the composition of the educational material, improve the planning of the educational process, control the cognitive activity and educational educational processes, predict, diagnose, design the teaching process.

For many years, the methods of observation in linguistics have been considered the only method. But with the help of these methods, the inner essence of linguistic phenomena cannot be opened. Through the observation method it will be possible to study word forms, sentence structure and other structural features. Since the structure of language and speech is complex, there will be no possibility to fully study them with the help of the observation method. Language and speech have specific complexities.

One of the main tasks of mother tongue education in school is to find content of the culture of speech in the students. Cultural speech is distinguished by the uniqueness of the national language, its meaningfulness, the colorfulness, variety, artistic expressiveness of words. The oral form of cultural speech should correspond to the orthographic norms of the literary language, the written form should correspond to the norms of orthography, style and the like.

The culture of speech is formed as a result of the organization of the intellectual and practical activities of students on the norms of the literary language. Recognized by all, the laws that must be observed by all speakers of the same language are the norms of the literary language. Literary language norms include existing words in a certain language, the construction of words, models of word-building and word-changing, vocabulary, the rules for the correct application of the word in speech.

The essence of the language is in the fact that it is human activity. Speech activity is characterized by the fact that one individual transmits his thoughts, desires and demands to the second individual, and the second individual perceives the thoughts of the first, responds to his requests in the form of confirmation or denial. Hence, in the speech activity, two persons: the message transmitter—the speaker and the receiver—the listener are involved.

In the process of speech activity, both the speaker and the listener rely on the word, vocabulary and sentence. The word, the combination of the word and the feature of the word “quot; to say”, serves the speaker, the feature of “to hear” serves the listener. "To say" and "to hear" is a slang in meaning, it is the first form of language—live speech. The visible (writing) and readable feature of the word is the second form of the language—written speech.

In education, it is incredibly necessary to consider the peculiarities of oral and written speech, to observe their interrelationships. In mathematics lessons, by teaching students' ways to choose a word according to the purpose of speech, opening up the meanings of words, children acquire the secrets of creating the right speech. The faster the reader can choose words according to the purpose of speech, the more active he is in speech activity. As a result of a consistent study of school mathematics, students' speaking skills that enable them to actively participate in the process of speech are found to be content. What is speech ability? One of the problems that the modern psychology is studying is the question of personality ability. Ability according to the psychology of a person is an ensemble or synthesis of individual characteristics, capable of meeting the requirements of human activity. Speech ability is

considered a manifestation of human ability. The study of the necessary skills for successful mastering and the creation of a teaching system that directly affects the development of these skills is the most pressing problem in the field of native language education.

II. Discussion and results

The idea arises by choosing a word according to the purpose of speech, expressing various links in thought to the selected adding auxiliary means (auxiliary words and suffixes). The choice of words according to the purpose, combining them in a grammatical way, the ability of the speaker to compose a speech also indicates. When a person understands the meaning of his words, which he uses, he chooses it correctly, if he can correctly choose it, he is able to form his speech purposefully. Given that saying and hearing is a psychophysiological process, T.Ivanyuk used the term "psycholinguistic ability" [6]. The meaning of the word is associated with the expression of something in existence—events, their sign, action, quantity, etc. "As any reminds something completely different, the word also forces a person to think over its meaning" wrote the famous Russian scientist L.S.Vigotsky. "What is certain is that when an event passes through the human consciousness and finds its expression in the language, its very expression becomes also an object of the language. For example, in the sentence "plants bark", what is left of a bark is an object of study for a plant biologist. The biologist interprets the plant (thing), which he studies as an object, the language expression of the plant –(plant) as a tilshonos subject. Human consciousness becomes an active factor in knowing the presence of an object in the linguistic categories-word, sentence.

The use of the word in speech is characterized by two factors; the choice of a word according to the purpose of speech, the formation of a sentence by harmonizing the selected words in a grammatically. Thus, the choice of words according to the purpose of speech, the correct pronunciation of words and sentences, as well as the correct hearing are components of psycholinguistic ability.

In the literature, two things are considered in the teaching of language: theoretical knowledge, the skills that are generated on theoretical knowledge. But the child began to form from an early age in the means of communication with people, the third thing that should be developed in school-the ability to speak is neglected. It is necessary to create such a system of teaching so that theoretical knowledge given from the language, the skills to be generated, on the one hand, correspond to the speech abilities available in children, on the other hand, effectively influence the development of the abilities available in the students.

Language is directly connected with thought. Without thinking, without thinking, there will be no development without language. Consequently, every work done to cultivate the speech of the students in their native language classes is also considered a factor in the development of children's thinking. Due to this, the actual problem of students' speech development in mother tongue education is.

Consciousness is the perception of being in the human brain. Things in the external world through the organs of vision, hearing, perception, taste are reflected in the consciousness of a person. Man distinguishes, compares, analyzes and synthesizes similar and different sides of something-phenomena in nature and society by means of thought. These are modifiable in the language medium, understandable to people.

"The training process, - writes V.S. Shubinsky-can be conditionally divided into two stages. At the first stage, students need to remember the necessary information, for example, the definition of

consciousness, its characteristics, the expression of the rule, etc. In this, students cannot use them in solving issues. The second stage is the training phase, in which the knowledge learned at the first stage is used to solve issues, and the knowledge learned rises to the level of skills and qualifications”[6]. The reader can fully master the material described. However, most often it is associated with this material that makes it difficult to answer the questions that have not been stated in the study material, or can not apply knowledge to the solution of practical issues. To overcome such a problem, exercise plays an important role[7].

Activities of students-study of teaching in the form of a subject of creative activity kengaytiradi opportunities to identify the principles of creativity of students. We distinguish the unity of independence, activity, consciousness, conflict, causality, commonality and particularity as the principles of the upbringing of creative abilities in children.

Education of children's activities in the relationship of the subject-object gives the opportunity to distinguish between two interrelated aspects — viewpoints of children's creativity: process point of view; instrumental point of view. In this regard, the interaction of the learner and the instructional material is necessary first to the instructional materials and then to the teaching according to the activities of the learner.

In the methodology, exercises, assignments and issues are shown to be a leading didactic tool aimed at shaping students ' independence, entrepreneurship and activity, thinking activities. As a result of the exercise, the thinking activities of the students are developed. At the same time, their more independent thinking is achieved, more creativity is developed in cognitive activity[1]. The mental activity formed in the mastering of the teaching material is aimed at the constant development of thinking. Therefore, the exercise is considered an important condition in facilitating the process of mastering and applying concepts in the students ' reading, especially the process of their initial formation. After all, “the most important way to consciously master the material and keep it strong in memory is to constantly perform exercises and independent work” [5].

Since the main task of Education consists in the formation of knowledge, formation of teaching and skills, as well as improvement of their thinking, it is necessary for the students to develop their reading, writing, speaking, listening, thinking skills equally. In order to accomplish this goal, it is important to perform exercises with different content in the course of the lesson[7].

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

1. Analytical model aimed at describing linguistic Fakt.
2. Intermediate model or complementary model.

3. Synthesizer model based on maximum generalization. Linguistic model concept structural linguistics E.Sepir, L.Blumfield, R.Yakapson, N.Khomsy, Z.Harris, Ch.Hokker has come into by such demos. And the development of the linguistic model dates back to the 60 - 70-ies of the XX century (when mathematical and cybernetic linguistics began to develop). The linguistic model can be divided into the following types:

1. Models of human speech activity. Tiradi these models reflect the concrete speech process and phenomena. For example, the pronunciation model of a specific vowel or the Exit model to the surface of speech.

2. Linguistic research models. This reflects the process of research conducted on the basis of certain language phenomena. For example, in the Uzbek language, the general model of word-building

on the basis of the morphological method: the basis + the word-building suffix; private models: the basis + - th; the basis + - dosh; the basis + - hell.

3. Metamodels- linguistic models are distinguished, it has a hypothetical-deductive character, is abstracted and rational. The method of modeling has been actively applied to some languages, including English. The construction of a simple sentence in English, Russian is defined as follows: S + V + O:

S = able,

O = complement,

V = cutting.

Or cat dissertasiyu. On Chita knigu.

I have read the book. I am writing a research work.

Construction of simple sentences in Uzbek: S + O + V: you are finished poem. I memorized poetry. S = holder, O = filler, V = cross section.

Wpm minimum is the model of a simple sentence. M: I Read. You wrote.

For many years in linguistics, the methods of observation have come to be considered the only method. But with the help of these methods does not open the inner essence of linguistic phenomena. Through the observation method it will be possible to study word forms, sentence structure and other structural features.

Since the structure of language and speech is complex, with the help of the observation method, they can not be fully studied. Negaki, language and speech have specific complexities. By later periods, modeling began to be used in the coverage of language phenomena.

The method of modeling began to be actively applied in linguistics in later times. Bunda scientists refer to 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 under any circumstances ("the most convenient", "the most optimal"); thirdly, the modeling method relies on a saving print. Bunda will not need long definitions and descriptions; from the Quaternary, it will facilitate and simplify the explanation and interpretation of the object.

Along with the positive and pragmatic aspects of the modeling method, there are also limited aspects. They are manifested in the following: in modeling is based only on structural and formal signs. On the meaningful side of the bun, the semantic edges remain unnoticed. However, the essence of any phenomenon, in particular, the linguistic phenomenon, is expressed in the unity of form and content; as knowledge about the object develops, models become obsolete. Science, in a certain sense, develops on account of the denial of previous knowledge. Existing models relatively limit the limit 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 have the character of relativity, they can not be perceived as absolute truths.

Modeling began to be actively applied in linguistics under the influence of the direction of structuralism. The idea of modeling the structure of speech was promoted by the American linguist Charles Fris in the 50-ies of the XX century. Summarizing his views, the scientist created his research named "Thye Struture of English" in 1952 year. Ch.Frieze called his concept a distributive model. According to him, the sentence is a chain of words belonging to certain categories of words, and in the analysis it is based on the morphological base. For example, the phrase "The young man painted thye door yesterday" on the basis of the distributed model is analyzed as follows: D 3 P 2-d D Ib 4. Here D is the determinant of the noun (English determiner), D3 is the adjective, the noun in the i – unit, P2 is the

verb in the form of the past tense, I4 means the adverb. Therefore, in this model, the distribution (distribution, blockade) of word forms belonging to different categories of speech in the speech chain is considered the main criterion for modeling the structure of speech. In Uzbek linguistics, the smallest, minimum pattern of the sentence is [WPm], in this model all the features of a simple sentence are concentrated. This model reflected both the formative and the inner essence of the sentence. Symbolic units in the Model [W] - (ing.Wopg-atov unit), [P] - (ing.Pridate), [m] - (ing.marker-means such meanings as cross-section indicators).

The modeling of linguistic units in the Uzbek language is based on the stable relationship of the elements in the composition of these signs. Therefore, the separation of relations between the elements of the entirety into stable and unstable types is important for linguistic modeling. Modeling is a science-based method that is specific to all disciplines.

Today, it is expedient to try to apply the achievements in linguistics to the process of native language teaching. In particular, the main goal of the National methodology is to develop the thinking and thinking of the reader, as well as to give them a wide range of opportunities. Therefore, when the patterns of sentence formation are given to the reader, the opportunity arises in them to form a sentence, to grow his speech. For example:

Noon-horse (N)

Verb-Fe'l (V)

Adjectives-quality(Aj)

Number-number (Nb)

Pranauns-pronoun (Ps)

we offer the designation in the form of a marker-suffix-suffix (m). Such:

Ps+N+Vmmen I read a book. You prepare the lesson. We made cotton. It turns out that the reader will be able to compose three different sentences through one model. This will serve as the basis for the development of the thinking process of the student.

III. Conclusion

One of the main tasks of mother tongue education in school is to find content of the culture of speech in the students. Cultural speech is distinguished by the uniqueness of the national language, its meaningfulness, the colorfulness, variety, artistic expressiveness of words. The oral form of cultural speech should correspond to the orthographic norms of the literary language, the written form should correspond to the norms of orthography, style and the like.

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