Designing students' creative activity in primary school mother tongue education as a methodological problem

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Abstract: *The problem of designing students 'creative activity in primary school mother tongue education is a new, modern direction in the field of didactics, as well as methodological sciences, and the problem of designing students' creative activity is more complex than the study of traditional topics. While the ways and means of conducting scientific research on traditional topics, the principles recognized by the scientific community are defined and polished to some extent, the research methods and tools used in designing students' creative activities in mother tongue education are not sufficiently studied as research objects. In the problem of designing creative activity of students in mother tongue education - the expression of knowledge, empirical views in such categories as "education", "creative activity", "project", "design" requires a transition from "essence to reality", "from reality to essence". The transition from essence to reality means the transition from existing knowledge to the design of students 'creative activity, from the experience used in the activity to new knowledge, to the improved experience of designing students' creative activity.*

Keywords: *Creative activity, mother tongue education, student, method, tool, project, subject, teaching material.*

The transition from reality - from the technology of designing students' creative activity in native language education to the essence - is an advanced form of the problem of designing education based on new experimental features, methods used, tools, principles followed [1].

In our view, creative activity is a learning task developed and performed under the guidance of a teacher that activates students and is aimed at carrying out activities that are new, original and have a certain value in practice.

The generalization of ideas about the problem of designing students 'creative activity in mother tongue education serves as a methodological basis for the study of this topic, a number of questions such as the structure of designing students' creative activity, its role in pedagogical practice, its solution. The problem of designing students 'creative activity in mother tongue education is an organizational system and has a number of unique features: first of all, the design of students' creative activity in mother tongue education is inextricably linked with research in didactics and special methods.

Designing students' creative activity in mother tongue education as an organizational system depends on the will, skills, knowledge of design, experience gained by the researcher. In order to design the creative activity of students in the teaching of the subject of mother tongue, a system of learning materials, educational elements on each topic are allocated, the real cognitive abilities of students are studied. On this basis, the features of the design of creative activities of students are identified, and the principles, methods, tools, norms of organization, management, control of student activities in their creation are developed.

There are a number of advantages in didactic and methodological research, first of all, in the study of the structure of the problem of designing students' creative activity in mother tongue education, as well as the knowledge obtained as a result of the research. Such an analysis provides a comprehensive understanding of the topicality of the topic, clarifying the researcher's perceptions of the problem.

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

1. The content of mother tongue education and the system of knowledge, skills, competencies and competencies. It includes elements such as the design of mother tongue education, the ability of teachers and students to distinguish the purpose of educational tasks, the relevance of educational tasks to the didactic goals of the educational process, the compatibility between the objectives of teaching and learning materials, the developmental and educational goals of education. one has specific tasks and tools.

2. The process of designing creative activities of students in mother tongue education. Design is one of the important conditions for the organization of the pedagogical process and its successful conduct.

In designing the pedagogical process:

- Analysis of the content of pedagogical activity;

-predict the results;

-rejalashtirilgan implementation of the project activities , etc. performed tasks, such as wear [2]. At this stage, the leading role is played by the teacher, independently, as well as in collaboration with the student, designed based on the definition of the content, means of the learning process. Thus, the design of the pedagogical process is the creation of a project that serves to integrate the overall essence of pedagogical activity, organized on the basis of the trinity of "project → content → activity" [3]. Projects differ in subject matter and direction. Projects by the teachers of art - be implemented at the top and diagnosis, in the analytical work; creative activities such as knowing and designing in advance will be demonstrated. Diagnosis, foresight and design are an integral trinity of solving any pedagogical task. The purpose of the project is reflected in advance on paper as a calendar plan, a brief written statement. The effective solution of strategic, tactical and operational tasks depends on the quality of design technology.

The design of the pedagogical process should not only take into account the activities of the teacher, the content and capabilities of the use of pedagogical tools. It should mainly cover the content of the activities organized by the individual student and the group of students.

In the development of the design problem in the theory of pedagogical education, a special place is given to research that is inextricably linked with the concept of "activity" and is considered to be the creation of approximate variants of activity and diagnosis of its results [4]. In this activity, the generation, processing and integration of design ideas and their solutions is a positive result of design.

In our study, the designer is an elementary school teacher. He can achieve a positive result only through his knowledge, experience, way of thinking, emotional-value attitude to reality [5]. The design expresses the result of solving certain pedagogical technological tasks, which involves the creation, construction and delivery of a specific idea to a useful result in practice [6]. Accordingly, in this study, design is described as a type of professional-pedagogical activity that involves the design, organization, and analysis of the technological process of education.

Obviously, there are two levels of activity in the structure of design activities: the creative nature of design, which involves the creation of new knowledge in the form of a project; the individual nature of the design, which reflects the personality of the teacher in the project, created on the basis of the study of the experience of advanced educators. Design activities should be considered as part of the professional competence of the teacher, which represents the unity of theoretical and practical training for the implementation of pedagogical activities and characterizes the professional quality [8]. Theoretical preparation for design activities is a high level of mastery of a set of design skills and competencies. G.E.Muraveva design skills as a prediction of the outcome of the development of the didactic process; project implementation planning; design of the technological process for the creation of material resources; introduces modeling issues to obtain new information about an object [9].

V.A.Slastenin, N.V.Kuzminalar design work and theoretical training of competence determined by complex educational activities that provide self-improvement Finally ; cognitive, developing the ability to improve their methodological level ; enlightenment, which develops skills and competencies in obtaining and using information ; communicative, which develops oral and written communication technology ; introduces social competence that focuses on understanding the essence of one's professional competence . The set of design skills and competencies provides the discovery of both creative and individual levels of activity that lead to the acquisition of design competence in practice [10].

Design is a general strategy that reflects the pedagogical process of education, based on social, pedagogical goals. Curriculum, programs, textbooks, methodological recommendations and other training manuals serve as an important source in the design. A full understanding of the pedagogical situation and a clear and correct definition of tasks is an important condition for the effective solution of the pedagogical process [11].

If the pedagogical situation is not understood sufficiently correctly, then the ways of solving pedagogical tasks are also not defined correctly. Due to the inexperience of a teacher who has just started his / her professional activity, he / she does not have the ability to correctly understand the pedagogical situation and set tasks correctly. Therefore, they act on their own and try to solve the pedagogical task immediately, resulting in a serious mistake. But in some cases, even experienced educators ignore the correct understanding of the pedagogical situation. As a result, there is a mismatch in pedagogical activity: the teacher activates students, uses visual aids, controls knowledge, without thinking about whether his activity can ensure the solution of pedagogical goals. Another asymmetry of pedagogical activity is that most educators replace pedagogical tasks with secondary, functional, transient tasks and focus only on them [10].

Understanding the pedagogical task serves as the basis for analyzing and diagnosing available data. In addition to determining the location of the situation, the analysis of the data should be aimed at identifying key components in the whole pedagogical process, such as the educator, the pupil and the relationship between them, as well as the content of education, effective tools and pedagogical conditions.

Data analysis helps to obtain scientific evidence such as the nature of the pedagogical process, the planned study of the state of team and individual student behavior in specific situations. This evidence forms the basis of practical activity. The available evidence allows to diagnose the course of the pedagogical activity and the guarantee of the expected result. In our opinion, it is appropriate to highlight the essence of the concept of "diagnosis" here. Diagnosis (Greek diagnostikos - quick

comprehension) was originally a concept used in medicine and was recognized as a doctor's conclusion , which means a comprehensive study of the nature of the disease and the patient's condition [12]. In recent years, the concept of "diagnosis" is widely used in practical pedagogy.

Pedagogical diagnosis is the assessment of the pedagogical process through its general condition, as well as a comprehensive, holistic examination of its components [13].

Pedagogical diagnosis is usually made on the basis of taking into account the psychological, subjective features of the pedagogical process (psycho diagnostic examination). Psycho diagnostic examination is based on a holistic or specific coverage of the student's personality and his activities.

The need for a qualified pedagogical diagnosis requires the teacher to study in depth the methods and special techniques of studying the student's personality, the team, as well as the characteristics of the whole pedagogical process. Diagnosis is a general requirement for addressing the goals and objectives of education (or upbringing). It is closely related to the accuracy, uniformity of goals, methods of achieving them, measurement and evaluation.

The basis of pedagogical diagnosis is a comprehensive knowledge of the student's personality, the study of class characteristics as a team, the analysis of data in specific pedagogical situations, which allow to move to the next important stage of designing the educational process. This situation leads to the formation of a pedagogical goal and allows to define well-thought-out pedagogical tasks on the basis of the goal. Prevention of failure to achieve a pedagogical goal is achieved only when the level of development of the individual is consistent with the goals of education. That is, the pedagogical goal set by the teacher is considered as an important factor of this system.

Based on the object of research and the given analysis, we identify the following problems for a systematic study of the problem of designing creative activities of students in mother tongue education:

-study of the design of creative activities of students in the teaching of the native language as a methodological problem;

-analysis of the design of creative activity of students in the teaching of mother tongue in primary school as a process;

- Modeling the activities of educational entities in the design of creative activities of students in primary school mother tongue education;

-Development of methods for the use of design tools for the subject of the native language of primary school;

-study of the effectiveness of project education in the subject of primary school mother tongue;

-After the problems related to the design of creative activities of students in primary school mother tongue education, there is a need to analyze each of them separately, to identify their components.

In didactics, the issue of developing creative abilities in children has emerged as a separate area in relation to problem-based learning. Scientific and didactic research on problem-based education was created: I.V Dorno analyzed the tools, methods and principles of organizing problem-based education in secondary schools [13], R.I Ibragimov systematically studied the principle of problem-based approach to primary education in the experience of Uzbek schools [14].

M.I. Mahmutov [16] studied the theoretical and practical aspects of problem-based education in relation to the activity and independence of students. Especially noteworthy is the study of M.I. Mahmutov, who compared the learning tasks and cognitive tasks. Through cognitive tasks, the child

learns new knowledge, new ways of working. After all, the student is actively involved in learning in the process of solving the problem and the task. Learning tasks are a broad phenomenon, they create the basis for the expansion of knowledge, the development of skills [11].

The purpose of problem-based education, - wrote M.I. Mahmutov, - "is to form the cognitive independence of students, to develop their creative abilities" [16].

The organization of creative education in the research work of B.R. Adizov is to reveal the relationship between educational material and educational activity. He classified four different types of communication between student and learning material: meaningful communication; targeted communication; functional communication; intermediate communication [17]. For these relationships to work, there is a need to change the status of the student in the learning process. Due to this, the researcher made a thorough analysis of the active participation of students in education, their learning activities. In this study, children's learning activities are considered as an active subject of the educational process, and a number of principles of student creativity are distinguished: conflict, consciousness, independence, activism, causality [15]. In the analyzed study, the activity is analyzed in detail and described as follows: "Activity is a system of goal-oriented actions based on socially valuable motives, which ends with a certain result on the basis of its own means" [12].

Understanding the necessity of a problem posed in this or that field of science is a subjective phenomenon: if it interests one, another may be indifferent to it. Understanding the relationship between learned and unstudied issues is a unique temporal intersection. "Temporal intersection is a part of the material world that interests the researcher" [14]. The time interval depends on the goal set, the result achieved. Consequently, the study of the content of a problem provides a conscious beginning to perceive its essence, the connection between learned and unstudied problems.

By analyzing the problem of the creative organization of primary education in terms of the cognitive process, we distinguish three different processes that are interrelated: the researcher’s analysis of the separated problem (1); the researcher’s study of the teacher’s performance on the selected problem (2); the researcher’s chosen problem is to visualize student activities in the context of creative learning (3). All three of these issues are related to the process of learning didactic phenomena, and without analyzing their characteristics, it is impossible to understand the problem of creative organization of primary education [13].

The design of students' creative activity in language teaching is primarily designed in the mind. In this process, all the work that the student can do must be taken into account. Any lesson is organized according to a certain educational model. Exploring the possibilities of designing educational models and selecting the most appropriate ones will increase the effectiveness of education.

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