

tariqasida, noto'g'ri belgilangan maqsad bilan bog'liq. "Chet tilini o'rganish"ning eng keng tarqalgan maqsadi juda mavhum, o'ziga xos bo'lmagan va shuning uchun taraqqiyotni o'lchash va sezish qiyin, buning natijasida talaba tezda motivatsiyani yo'qotadi. Faqat aniq nutq kompetensiyalari o'lchanadi: gapirish, yozish, o'qish, tinglash. Dastlabki bosqichda to'rtta kompetentsiyadan qaysi biri talaba uchun haqiqatan ham zarurligini aniqlash eng samarali bo'ladi, qaysi kompetentsiyani rivojlantirish unga sarflangan sa'y-harakatlardan maksimal darajada qoniqish hissini keltiradi. Baholash mezonining yo'qligi va noto'g'ri qo'yilgan maqsad talabaning grammatika ustida qattiq ishlashi va yozma mashqlarni bajarishi va chet tilida gapirishga harakat qilganda, u hech narsa aytolmasligiga olib kelishi mumkin. Bu umidsizlikka olib keladi va natijada tilni o'rganishga bo'lgan qiziqishni yo'qotishi mumkin. Shuning uchun boshlang'ich bosqichda murabbiy-o'qituvchi ochiq savollar yordamida o'quvchining maqsadini yozma ravishda aniqlaydi.

Xulosa

Xulosa o'rnida shuni ta'kidlash joizki, til bo'yicha kouching murabbiy (maslahatchi, trener) tomonidan interfaol muloqot shaklida individual o'qitish usuli sifatida chet tilini, ayniqsa o'rganishning dastlabki bosqichida o'qitishning ancha samarali usuli hisoblanadi. xorijiy tillarni o'rganish bo'yicha mini-guruhlarda ushbu usuldan foydalanish ham istiqbolli ko'rinadi.

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RELEVANCE OF THE PROBLEM OF DEVELOPING CREATIVE SKILLS OF STUDENTS IN THE ENGLISH LESSON

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Nowadays, the problem of the formation of students' creative abilities in the process of teaching English is of particular relevance. In modern conditions of the pedagogical process of the university, it is a significant scientific problem of historical, ethnic, cultural and socio-pedagogical significance. The development of students' creative abilities is impossible without generalizing the experience of using English classes in the system of education and upbringing. The study of the English language, the history of its development, folk culture and everyday life should be considered not only as an activity of students aimed at learning English, but also as one of the conditions for teaching a foreign language and developing the creative abilities of students on specific life material.

A foreign language, as a general educational subject, can and should contribute to the development of students' creative abilities. Having a huge upbringing, educational and developing potential of students' creative abilities, a foreign language can realize it only in the course of implementing the practical goal of learning, that is, only if the student in the process of foreign language communicative and cognitive activity (listening, speaking, reading, writing) will expand their general educational horizons, develop their thinking, memory, feelings and emotions; if in the process of foreign language communication the social and value qualities of the individual will be formed: worldview, moral values and beliefs, character traits.

Creativity is a mental and practical activity, the result of which is the creation of original, unique values, the identification of new facts, properties, regularities, as well as methods of research and transformation of the material world or spiritual culture; if it is new only for its author, then the novelty is subjective and has no social significance [Pavlenko, 2019:191].

A creative personality is largely the result of the educational process. We are dealing with a person gifted with intellectual, moral-volitional and physical abilities. Therefore, the task of a teacher is to encourage students to develop their creative potential, to provide the necessary conditions for each student to realize himself, his individual abilities, his inclinations and interests [Bogoyavlenskaya, 2002:168].

The development of creative abilities in students is based on the development of creative thinking and especially such components as:

- Analytical components - respectively, conceptual and logical thinking - consistency, mobility, selectivity, associability, ingenuity, ability to differentiate, etc.;
- Emotional components (sensory-figurative thinking): brightness of images, emotional evaluation of events, facts, phenomena, etc.
- Creative components (visual-effective thinking): search for rational solutions, non-standard (manifestation of individuality, originality, overcoming stereotypes), the ability to anticipate the result, the desire to synthesize the best knowledge and skills in activities, choosing the most appropriate solution from possible options and the ability to justify the correctness choice.

After analyzing the lessons, I came to the conclusion that the development of the creative abilities of students in English classes will be more effective if the following conditions are taken into account:

- the need for professional skills, competence of a teacher;
- availability of a high material and technical base of the high school and good interaction between the methodological and socio-pedagogical services.
- the presence of a favorable psychological microclimate in the classroom; trusting relationship;
- the process of formation of creative abilities is directly related to educational and cognitive and practical activities;
- use of a system of personal and socially significant educational and creative tasks of different levels of complexity, focused on the individuality of the student, the degree of his preparedness; rejection of administrative-command forms and methods of work;
- the formation and development of positive personality traits (creativity, emotional responsiveness, artistic taste, diligence, love for the Motherland, love for the native language and other languages, respect for oneself and others, etc.) is carried out, among other things, on the basis of studying in English.
- use of extracurricular activities.

Conducting classes and extracurricular activities in an original, non-traditional form is aimed not only at the development of the main types of speech activity, but also at the formation of associative thinking, memory, communication skills in a team, and the creative initiative of students. The creative nature of the tasks offered in the course of various competitions, games and competitions contributes to better memorization and assimilation of various grammatical phenomena, the expansion of vocabulary, the development of monologue and dialogic speech, and also opens up wide opportunities for individual work of students. The current use of such collective forms of work (learning in cooperation) contributes to the implementation of the educational goals of learning: students become subjects of communication, learn to perceive, comprehend and evaluate the position of another person, and regulate their behavior according to the conditions of communication. In this type of activity, a person of culture is formed - a creative person.

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ПРЕИМУЩЕСТВА ИСПОЛЬЗОВАНИЯ МУЛЬТИМЕДИА В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

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Аннотация: В статье рассматриваются вопросы обучения иностранному языку посредством мультимедиа, значение современных технологий в учебном процессе, влияние мультимедиа на