

THE ROLE OF FIELD-RELATED TERMS IN THE DEVELOPMENT OF STUDENTS' CREATIVE ACTIVITY

¹Yakhoeva GulnoraBakhtiyarovna
²Rakhmonkulova Dilshoda Muradkozievna

¹Teacher of the Department of Uzbek and Foreign Languages
Navoi State University of Mining and Technologies
Uzbekistan, Navoi
yakhoyevagulnora@gmail.com

²Teacher, Chirchik Higher Tank Command Engineering School,
Uzbekistan, Tashkent
dilshodarakhmonkulova@gmail.com

Abstract: The role of industry terms in the development of student self-analysis and creative activity is given in the article. In the framework of consideration of the issue of the development of students' creative activity, it is necessary to deepen the theoretical and practical analysis of students' development and activities of field-related terms, to create a scientific approach to the development of students' preparation.

Keywords: creative activity, development, industry terms, student, improvement

Today's modern economic and social conditions impose new demands on university students. They are required to think creatively in the information field, to act proactively, to be flexible, to have the ability to communicate, to quickly learn new skills, to be proactive, to be able to make immediate decisions, to make conscious choices, and to be able to realize their creative potential. In the same way, when choosing the right course, you should connect the qualities and abilities with the requirements of the chosen activity in the future.

However, the results of many scientific researchers show that in the conditions of strict regulation of educational activities, the formation of the most important competencies of my specialist in the future will not be carried out at a high level in higher education institutions and in the personnel training system. In the curriculum, not enough attention is paid to students' mastering of comprehensive methods of education and cognitive activity, mastery of skills, future professional tasks, skills, self-education and self-improvement.

In the framework of consideration of the issue of the development of students' creative activity, it is necessary to strengthen the theoretical analysis of student's development and activities, to create a scientifically integrated model of student's readiness development. The processes of self-organization and self-improvement of the student during the study process are related to the manifestation of the student's creative activity in the position of knowledge.

Many scientific directions take into account the development of the student's creative activity, the representatives of schools confirm the camaraderie of the process in the process of activity and communication, as well as the fact that each activity has the potential for development, and the ability to influence the potential of the student creates the cognitive activity of creative activity. Through the works of V.G.Afanasev, and L.N. Kagan, the philosophical side of the story, and the psychological side by Abylkhanova-Clavckaya, B.G. Ananev, D.B. Epifaniya, I.F. Kharlamova, T.I. Shamova and other scientists deeply covered in his books.

Educators ensure that the conditions for the development of creative cognitive activity are fulfilled for students, on the one hand, they contribute to the self-development of students, and on the other hand, they determine the probability that they will be stuck in their future activities. they show The state of the student, self-organization, where cognitive motivation, self-learning and realization of creative potential ensures the successful development of education and professional activity, goes beyond the scope of activity and further develop themselves. The level of readiness depends on the level of development of the components of self-education and determines the frequency of implementation of each component of the educational activity.

In the works of L.P.Arictova, N.E.Unt, I.F.Kharlamova, T.I.Shamova, G.I.Shykina and other scientists, creative cognitive activity shows the highest level of cognitive activity manifested in creative activity and self-development. passed. He is distinguished by qualities such as self-reliance and integrity. In the works of scientists, the question of whether it is possible to teach a person to think creatively, to show creative activity, and to develop his ability to be creatively active has not been resolved to the end.

L.C.Vygotsky, V.V.Davydov, I.Ya.Lerner, A.M.Matyushkin, B.M.Teplov, D.B.Elkonin developed methods and teaching technologies aimed at developing the meaning of knowing the nature of incon and creative cognitive activity shows the exit motive.

We will dwell on the proposed recommendations about the active creative typological structure of the student. It is presented as an entity that is mobile and capable of self-determination, and self-development in the conditions of an open society, the student has formed a free-choice position in a multifaceted educational institution, the types of activities, methods, forms he has mastered, and business skills at a sufficiently high professional level have been determined and highlighted. The subject must be ready to change his professional direction. In today's conditions, the student model of a new type, which meets the goals and tasks of scientific activity, can be divided into at least three objective qualities: these are excellence, activity, and creativity.

Student development and self-improvement are two separate components of the same process. Reading and self-learning are dialectically interrelated as the means and components of the student's self-development: by being active and acting, the student learns about himself in the presence of others. In pedagogy, self-education develops as a strong conscious creative activity that ensures the formation of qualities of quiet cognitive, communicative and other types of activities, as well as the formation of necessary knowledge and skills.

The idea of self-development along with independence has been extensively studied and is being studied in the field of pedagogy. The connection between the activity and the student's development is manifested in the fact that the natural abilities of the student are developing not only by increasing the studied subjects but also in the process of active activity. The development of creativity is considered in the context of the formation of students' thinking ability, student development is related to creative self-development. In a number of scientific researches, it is shown that the creative, active student, the insufficient development of the conditions and facilities for achieving the goal in a realistic and purposeful way, it is necessary to look for a rational organization of the educational process that stimulates the creative activity of students in the higher education system.

Increasing attention to the issue of self-development is related to the decision-making role in the development of the student, high requirements for such qualities as initiative, creativity, activity and the ability to develop oneself. Self-development and the use of the student's own talent are rising to a new level in terms of quality. Self-development in science is considered to be the leading humanistic idea of pedagogy.

Students consider self-development to be the cornerstone of education and a leading value. The nucleus of the formation of the student's self-development, the mechanism of acquiring the essence of a person is channelled. In psychology, the student's self-development acts as an "educator", a psychological mechanism, and in pedagogy, the educator is the main task of education. For this purpose, while developing the task of educating a cultured person, the grammarian idea of education ensures the creation of a space for the free self-development of the student. The books in this direction reveal the cultural and artistic functions of education and note the need to create conditions for self-organization and self-development of students in the system of higher professional education. The purpose of higher education is to express the individuality and self-development of future specialists, thereby creating a foundation for students to be competitive and competent in their professional activities.

The student's creative self-development shows the student's three-level understanding of the problem, contributes to the transition of education and development to creative self-development, and ensures that self-activation can become a pedagogical condition of the process. For this, the student should come to the idea that creative self-determination, self-knowledge, self-improvement and creative self-awareness will master the methodologist and technologist more and more.

Sh.S. Sharipov clarified that in the organization of creative activity among the scientists of our country, the education of a creative student is carried out psychophysiologicaly in several stages. The first desire is the most basic form of need and is consciously controlled by the person. The second desire, which has a relatively higher level of development, is also consciously controlled by the individual and represents the set of attitudes of the student towards a certain object or event. The third, most complex type of interest - desire is also formed on the basis of the associated feelings. Interest is formed in the influence of external influences in life, student activity and educational process. In some cases, psychological factors - perception, mood, attention, memory, thinking, imagination, feeling and will have a significant impact on the formation of the student.

It is necessary to organize students' activities in order to satisfy not only educational and cognitive needs but also other needs of the student's self-improvement, following the basic rules of the proposed self-development technology:

- in self-expression (dialogue, creativity as well as creativity itself, research, identifying the abilities and important aspects of the year);
- in danger (self-regulation, self-determination, orientation, collective activity);
- in self-affirmation (self-determination, self-education, freedom of choice);
- in self-awareness (achievement of the student and social goals, preparation for integration into society and social tests).

The goal of higher professional education is to master the laws of events and processes, many methods and actions, including the skilful practical use of skills and methods of acquiring knowledge. Comprehensive acquisition of knowledge, cognitive activity and ability lies in the context of creative processes: self-education and self-education. Self-study is the starting point of self-education. Self-learning and self-education direct an individual to objective knowledge of reality, self-knowledge, self-organization, self-reflection, and self-determination - these processes are an indicator of the maturity and activity of a person.

Without the proper organization of the self-education process, it is impossible to develop and form the demand of the student. Self-education should be considered in two senses: "self-study" (in the narrow sense - self-study) and "creation itself" (in the broad sense - "self-creation", "self-development"). In the second case, self-education is one of the mechanisms of turning a student into a creative student. For this reason, professional retirement should also be called finding one's own way. It is natural to ask the question of what tasks self-education performs as a means of showing the student's creative activity.

Based on the features, it distinguishes several functions:

communicative - to establish relations between people, subjects, skills, and age;

creative work - accompaniment, stimulation of creative work, its separate addition;

wide - to collect, and master new knowledge;

indicative - determining one's place in culture and society;

compensatory - elimination of deficiencies in education, elimination of the "white spot" in the education of young people;

self-development - improving the student's perception of the world, thinking, mind, memory, and creative qualities;

eliminating methodological-professional narrowness, filling the picture of the world;

psychological - the desire to protect the completeness of existence, to participate in the broad spectrum of the intellectual movement of mankind;

gerontological - studying the relationship with the world and the vitality of the organism through the years.

If we connect the definition of "self-education" with the structural elements of the student's creative self-improvement, we can come to the conclusion that self-education can be both reproductive and creative. The process of creative self-improvement covers all aspects of the student and motives (needs): intellectual, emotional, and volitional. At the same time, it (the process of self-improvement) raises the student to a new level of activity, i.e. creative learning itself, self-education, self-improvement processes: self-knowledge, self-determination, and self-management. Thus, self-education of a person is considered a special type of objectively oriented creative activity, increasing and increasing efficiency of "self" processes, systematization of self-education over the years, and self-knowledge.

Similarly, local psychologists and educators have proven that in the process of self-awareness, self-awareness is formed at such a level that it creates a new attitude towards oneself and one's work, and encourages the student to develop himself and be active. Realizing his new needs and opportunities, he strives to engage students in cognitive activities and moves from learning to self-knowledge. Years are significantly different from each other: the first is the source of the formation of the second, and the second is a product, the result of the first. Education is characterized by the interaction of the teacher and the student. In self-education, the student is the subject and the object of the activity, which causes active thinking and determines the uniqueness of the structural elements of the activity. These goals include consistency, the internal need for self-learning, self-organization of cognitive activity, and finally, it shows the student's creative activity.

Researches show that the purpose of modern education in accordance with educational standards is not only mastering academic subjects but also self-development, thinking, self-education, expansion of individual intellectual processes and improvement of complexity. The State Education Standards for general education have a self-directed component that allows students to work independently. Hard work is a key factor in developing self-learning skills and is focused on self-discipline.

When considering the components of self-learning, it is shown that the years have significant differences. Self-directed learning is characterized by self-directed goal setting, and in teaching, on the other hand, the goal is set by the teacher.

In self-education, motives of knowledge such as strong self-reflection actively interact with the goal achievement, and active cognitive interest serves as a means of forming students' activity motives. The mechanism of self-learning is accompanied by a conflict between the student's level of development, which is not enough to satisfy the active cognitive interest that is formed. The student's creative activity consists of stimulating moments - realizing his ability to change his attitude toward himself and his work, to go beyond the given framework, and to change himself creatively. Satisfying active cognitive interest becomes a source of internal activity, and the evaluation of its results goes along with the formation of a new meaning of the motive and ends with setting new goals. The motivational structure becomes more complex and improved, and motivations are arranged, subordinated and resubordinated, that is, the process of student formation is ensured. In teaching, the teacher develops the

educational process and leads the educational process, chooses the objects and ends of the student's activity, and determines the order of his interactions with other persons. The self-learner organizes and regulates his cognitive work, and his activity cycles are always individualized according to the student's needs.

Self-education is seen as a concentration of cognitive, organizational and regulatory activities, as a way of acquiring new knowledge and social orientation, and intellectual development, as a type of activity. Such synthesis, combined in the form of practical skills, knowledge, and norms of behaviour, is transferred to any situation in which the student must provide a solution in other activities. A new level of concentration describes the intellectual transformation of the student. In the need-motivation field, the moral meaning of such outstanding educational achievements and the manifestation of cognitive activity is analyzed. Opportunities to self-study arise in the process of organizing the student's cognitive activity, which has two goals: development of the student's creative activity as a student, and improvement of abilities, skills, knowledge and skills.

If you deliberately encourage students to create self-learning cycles, certain changes will occur in the goals, motives, methods and results of educational activities. Noting the step-by-step convergence of the qualities of self-learning with the structural values: a person has the ability to set his own goals, and the active cognitive interest that has arisen as a result of the internal need for more knowledge begins to control his motivational system. Noting the close connection between self-education and self-improvement, we consider the former to be a part of education and the highest level of active cognitive activity, because a person is ready to set demands on himself and go beyond the limits of educational requirements, knowing his possibilities, to himself and his work. a new relationship appears.

References:

1. Abdurahimov M.M. Aphoristics (phraseology) of the Uzbek language as an object of the system of educational bilingual dictionaries (based on the Uzbek and Russian languages): AKD. Tashkent, 1992.-23p.
2. Avilova N.S. The type of the verb and the semantics of the verb. M., 1976.S.107-112,184 185;
3. Akhmedova, U. E. Similarities and differences between prepositions in Russian and endings in Uzbek (in the example of use with nouns) / U. E. Akhmedova. - Text: directly // Young scientist. - 2021. - No. 10 (352). - S. 220-222. - URL: <https://moluch.ru/archive/352/79045/> (date of access: 14.11.2021).
4. P.Шомуродова, X. У. Сайдуллаева «Некоторые особенности научно- технического перевода» Актуальные проблемы гуманитарных и естественных наук. –Москва, 2019 (78-83)
5. З.Р.Шомуродова «Основное содержание перевода научной и технической литературы» Вопросы науки и образования Москва 2020/11 (70-74)
6. Z.R.Shomurodova «Teaching English for specific purpose to improve students` level» XorazmMamunAkademiyasiXborotnomasiKhiva 2020/7 (139-137)
7. ТатариновВ.А.Методологиянаучногоперевода.–М.:МосковскийЛицей, 2007. – 526 с.
8. ЦиВанчжи.Терминыязыкегазеты:автореф.дис....канд.филол.наук.–М., 2006. – 20 с.
9. M.N. Mirzaeva Technology forming professional competence of students of technical university in the lessons of foreign languages// Научные горизонты, 2019
10. M.N. Mirzaeva Formation of concept and technologies of cultural competence at students of technical universities//Theoretical & Applied Science, 2020
11. M.N. Mirzayeva, S. Xasanov, A. Goziyev Communicative competence as a component of the professional competence of a technical specialist//Актуальные вопросы современной науки, 2021
12. M.H. Мирзаева The acquisition of a foreign language//Молодой ученый, 2017
13. I.A. Sharipova Efficiency of interactive methods of teaching a professionally-oriented English language for students of a technical university.// Theoretical & Applied Science, 2019
14. I.A. Sharipova Efficiency of interactive methods of teaching a professionally-oriented English language for students of a technical university.// Theoretical & Applied Science, 2019