ORGANIZATION OF CREATIVE ACTIVITY OF STUDENTS BASED ON INNOVATIVE TECHNOLOGIES

Yuldasheva Gulshad Tileuovna
A teacher of Chirchik State Pedagogical Institute of Tashkent region.
THE REPUBLIC OF UZBEKISTAN

ABSTRACT

The article determines the place of information and communication technologies in solving educational tasks. In this article, author tried to explain roles of information-communication technologies in the field of education system. In the article generalized and systemized gathered information about using information-communication technologies in lessons of literature.

Keywords: Information and communication technology (ICT), school, student, teacher, computer.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The process of creativity is considered as a productive process of personal growth and mental development, providing opportunities for discovering the world and expressing oneself through creativity, actualization of life and literary experience, as a need for a search, the possibility of developing research activity aimed at using knowledge in a non-standard situation, searching and discovering new; expression of the new as a solution to a problem in the form of an artistic intellectual and material product. As a result of solving productive problems, a system of internal stimulation of the widest range of interactions, relationships, and communication is created the system of internal motives reorientes the process of solving reproductive educational problems due to the consciousness of an integral semantic field in the space of creative relationships. The use of productive tasks is possible at any stage of the lesson and after lessons, depending on the ideas of the teacher. When solving productive problems, group work becomes a priority, since encouraging a child to cooperate with adults and peers, at the same time, encouraging them to maximize the mobilization and actualization of personal experience makes it possible to solve the productive problem of a group of students, a task that cannot be solved by one child. Moreover, the teacher at the same time needs to be a good director and organizer of the groups, because a successfully formed group is 50% successful in solving a productive task. Consequently, the process of group formation is not just a teacher's whim, but a conscious act aimed at improving the quality of work. Creative experience should be a normal component of that holistic personal experience that a person acquires in the educational process.

The basis of today's idea of the effectiveness of education is the following: a person learns 10% of information when reading; 20% hearing; 30% clearly; 40% hearing and visual; 60% on oral discussion of the topic; 80% - with an independent search and problem formation; 90% - in case of independent formation and solution of a problem. Therefore, the most effective way is learning to do something with your own hands, and not according to ready-made recipes. As for the information, it can be obtained from other sources.

We live in a world of an expanding system of mass communications, an "information" explosion. Accordingly, the purpose of education is the formation of a "personality capable of

reading, analyzing, and engaging in creative work. Therefore, the use of innovative technologies in the educational process is an urgent problem of modern education.

In the modernization project, the main objective of the educational policy is formulated as ensuring the modern quality of education on the basis of maintaining its fundamental nature and meeting current and future needs of the individual, society and the state.

Among the principles of modernization of education are indicated: informatization of education and optimization of teaching methods; active use of open education technologies; deepening integration and interdisciplinary programs, combining them with "breakthrough" high technologies.

The purpose of this article is to determine the place of information and communication technologies in solving set educational tasks. To summarize and systematize the accumulated material on the use of information and communication technologies in literature classes. To propose a variant of the methodology for using information and communication technologies.

The objectives of the study are to strengthen the practical orientation and instrumental orientation of higher education, which means: achieving the optimal combination of fundamental and practical knowledge; orientation of the educational process not only on the assimilation of knowledge, but also on the development of thinking abilities, the development of practical skills; the study of procedures and technologies, not a set of facts; expansion of various kinds of workshops, interactive and collective forms of work; the binding of the studied material to the problems of everyday life, etc. Change the teaching methods, expanding the weight of those that form the practical skills of information analysis, self-learning.

To increase the role of students' independent work. To provide at the university the necessary basic training of students in the main areas of information and communication technologies, the introduction of which is associated with the need to prepare students for their use as a means of increasing the effectiveness of students' cognitive and practical activities in the study of Russian language and literature. The use of different forms of organization of the educational process allows us to solve these problems: these are active forms of classes (research, conference, project protection); and methods and techniques of work that activate the activities of students; and students performing research tasks, creative work; and the system of additional education of students when non-standard tasks are solved in a search mode. Research Methods.

An analysis of the computer science course programs shows that today students are ready for classes in various disciplines, including the Russian language and literature using information and communication technologies. For them, neither working with various editors (for example, with Word, Excel, Paint, PowerPoint), nor using Internet resources, nor computer testing is new and unknown. In computer science classes, students receive both an idea of the capabilities of various information and communication technologies, as well as specific practical skills. Therefore, the application of knowledge and skills acquired in computer science classes is also necessary in other subjects to ensure a unified approach to solving the problems presented to the university. To use information and communication technologies, it is necessary for the teacher to be able to: - process text, digital, graphic and sound information for the preparation of didactic materials (task options, tables, diagrams, drawings) to work with them in the classroom; - create slides for this educational the material using the PowerPoint presentation editor and demonstrate the presentation in the lesson; - use existing ready-made software products in their discipline; - apply educational software tools (training, reinforcing,

controlling); - search for the necessary information on the Internet in the process of preparing for classroom and extracurricular (CDS, SRSP) classes; - organize work with students to find the necessary information on the Internet; - independently develop tests or use ready-made shell programs, conduct computer testing. Based on the students' skills, the teacher gradually introduces the following forms of information and communication technologies into his classes: - starting from the 1st year, you can apply forms that require students to have special knowledge of information and communication technologies, for example, computer forms of control (tests).

During this period, the teacher can conduct classes on the basis of presentations created by himself or students. - From the 2nd year you can practice working with multimedia teaching aids on literature at different stages of preparation and conduct of the lesson. However, during this period, students mainly as sources of information perceive discs in subjects and electronic encyclopedias.

At our department, in the classes in Russian language and literature, students mastered the PowerPoint program. This allows you to build classes on the basis of the protection of the student learning system, students' SRSP using information and communication technologies. Using Word, students learn to write their essays and research. At this stage, it is important that teachers adhere to uniform requirements for the design of student work. Information and communication technologies enable students to improve and self-actualize, post creative and research work on the Internet, protect research and creative work with mandatory multimedia support, receive additional information on a matter of interest through communication via e-mail, on-line, video conferencing, etc.

At this stage, the teacher is already only an assistant to students, which makes it possible to fully manifest and develop their potential. In literature classes, these forms of information and communication technologies are most common.

- Work with multimedia aids makes it possible to diversify the forms of cognitive activity in the classroom by simultaneously using illustrative, statistical, methodological, as well as audio and video material.

- Classes using computer presentations are classes for explaining new material in an interactive mode, and lectures, and seminars, and a scientific conference, and defense of course projects, and an integrated lesson, and presentation, and discussion.

The defense of term papers and dissertations is a unique way of realizing the creative potential of students, a way of creatively refracting their knowledge and skills in practice.

The use of information and communication technologies of this type is one of the forms of presentation of the material, a way of activating the audience, reflecting the structure of the speech. A lesson using computer forms of control implies the possibility of testing students' knowledge (at different stages of classes, with different goals) in the form of testing using a computer program, which allows you to quickly and efficiently record the level of knowledge on the topic, objectively assessing their depth (the computer sets the mark). In all cases, information and communication technologies perform the function of an "intermediary", "which makes significant changes in a person's communication with the outside world" [2, 4–8].

As a result, the teacher and student not only master information technology, but also learn to select, evaluate and apply the most valuable educational resources, as well as create their own media texts. In classes in literature, the reception of a bright figurative beginning is especially demanded for the development of emotional and intellectual responsiveness of students.

Painting and music make the activity lively, create a trusting and comfortable atmosphere in the audience, allow students to tune in to study the work of one or another author, and introduce the work into the cultural and historical context. Photos, portraits in unity with the word of the teacher create the image of a writer; illustrations for texts help to represent the characters of the work. However, the teacher often lacks the necessary visual material and equipment to accommodate the existing one. Information and communication technologies come to the rescue.

Possessing information and communication technologies, the teacher has the ability to create and store didactic materials for classes (test work, handout and illustrative material). Depending on the level of the audience assigned to the tasks once the typed version of the tasks can be quickly modified (supplemented, compressed). In addition, printed didactic materials look more aesthetically pleasing.

With the advent of multimedia materials (interactive CD-ROMs) on literature, history and multimedia art sets (along with new computer classes), the opportunity has opened to include fragments of video lectures in classes. For example, when studying creative methods in the classes on the history of foreign literature, multimedia materials from the disc "The Art Encyclopedia of Western European Art" (Classicism, Baroque, and Romanticism) are used, students can independently receive biographical and historiographic information in an interesting modern form. The combination of video, audio and text material, the comprehensive coverage of the topic provide a deeper immersion in the material, contribute to its creative understanding, and increase the motivation of learning.

However, the complexity of the technical organization of such a lesson, the large time required for only one type of work indicate the need to find new forms of using this material with great effect. One of the forms is working with a presentation. Presentation - a presentation form of material in the form of slides, on which tables, figures, illustrations, audio and video materials can be presented. In order to create a presentation, it is necessary to formulate the topic and concept of the lesson, to determine the place of the presentation in the lesson. If the presentation becomes the basis of the lesson, it is necessary to highlight the stages, clearly lining up the logic of reasoning from setting goals to conclusions. In accordance with the stages of the lesson, we determine the content of text and multimedia material (texts, tables, illustrations, audio and video clips). Only after that, we create slides in accordance with the lesson plan, in PowerPoint.

For greater clarity, you can enter settings, demonstrations, presentations. You can also create notes for the slide, reflecting transitions, comments, questions and tasks for the slides and materials on them, i.e., methodological equipment for the presentation of the lesson. The specifics of preparing a lesson-presentation, of course, is determined by the type of lesson. In our practice, we use: lectures, classes in the analysis of a literary text, generalizing classes.

In working with presentations, an individual approach to learning is carried out, the learning process is more active, literary, historical, scientific and natural thinking is developing.

Findings. "Audiovisual culture" comes out on top in the information age. A generation has already grown up for which the computer is included in the everyday sphere, which forms, along with the TV, consciousness literally from birth. Accordingly, information and communication technologies in the educational process are becoming one of the main mediators in the formation of a new type of personality, ready to perceive and understand the audiovisual language.

Information and communication technologies not only meet the needs of pedagogy in the development of personality, but also expand the range of methods and forms of conducting classes with students. Learning with the help of information and communication technologies is, first, a research process: the active participation of the teacher and student in the search, structuring and evaluation of information is ensured. The use of different forms of organization of the educational process allows us to solve these problems: these are active forms of classes (research, conference, project protection); and methods and techniques of work that activate the activities of students; and students performing research tasks, creative work; and the system of additional education of students when non-standard tasks are solved in a search mode.

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