

## **FORMATION OF CREATIVE ABILITIES IN TEACHING FOREIGN LANGUAGES**

**Salimova Nozima Mirsobitovna**

Senior teacher, UZSWLU

### **ABSTRACT**

*This article discussed about creative abilities and using their in life. The relevance of this study is due to the need to theoretically and methodologically consider ways to prevent conflicts between the objective need to develop students' creative activity in the educational process and the insufficient development of pedagogical conditions for its effective implementation. The article is aimed at generalizing the study of the development of creativity using a foreign language.*

**Key words:** *creative abilities, skill, intellect, speech culture, formal, scientific and ordinary speech.*

### **АННОТАЦИЯ**

*В данной статье речь идет о творческих способностях и их использовании в жизни. Актуальность данного исследования обусловлена необходимостью теоретического и методического рассмотрения путей предотвращения противоречий между объективной необходимостью развития творческой активности учащихся в образовательном процессе и недостаточной разработанностью педагогических условий для ее эффективной реализации. Статья направлена на обобщение исследований развития креативности с использованием иностранного языка.*

**Ключевые слова:** *творческие способности, умение, интеллект, речевая культура, официальная, научная и быденная речь.*

### **INTRODUCTION**

The article shows the importance and necessity of reorientation of professionally-oriented foreign language education in a technical university to the development of students' creative abilities. It has been proven that a creative person is more adaptable to the latest socio-economic conditions of modern society. Foreign language lessons are a high-quality basis for the development of creative thinking and creative abilities. The specificity of such training is associated with a communicative focus, the opportunity to implement students' professional knowledge and skills in intercultural professional communication, as well as try themselves in new social and professional roles. The basis for the development of creative abilities should be work with professionally-oriented literature in a foreign language, which is carried out

using the following pedagogical tools and technologies: the project method, role-playing games, web quests and associative writing methods. The use of these technologies, based on work with professional texts in foreign language classes, ensures a synthesis of the material studied and independent cognitive activity, helps to create a situation of success, thereby contributing to an increase in self-esteem and skills of students. Prepared and spontaneous speech in various situations of professional intercultural communication increases motivation to study foreign languages, forms such personal qualities as persistence, politeness and responsibility. The use of the described technologies is associated with students' understanding of professionally important information presented in specialized literature, understanding the communicative goal of professional communication, as well as the implementation of methods for presenting information in accordance with the given communicative goal.

It is no exaggeration to say that all the reforms being implemented in our society today are the cornerstone of the future generation, its well-being. Our President Sh.M.Mirziyoyev, during his meetings with young people, emphasized, "It is known that the education of the younger generation has always been important and relevant. But in the 21st century in which we live, this issue is truly becoming a matter of life and death."

We can say that the development of today's young generation, based on their talents, abilities, and opportunities, involving them in the educational process, expanding the activities of modern innovative schools emerging in our country, and further improving the literacy level of secondary school graduates are becoming important tasks for our state policy.

Talented children are the future of the country! After all, the direct cooperation of the educational institution, the teacher and the family is of great importance in the development of talents, abilities, and potential in children.

## **DISCUSSION AND RESULTS**

According to the information recorded in pedagogical and psychological sources, abilities are a psychological characteristic of a person, and the acquisition of knowledge, skills, and qualifications is directly dependent on these characteristics.

The skills and qualifications of a capable person are multifaceted and perfected. They are formed in the process of the emergence of direct abilities, skills, and qualifications. All special abilities, the main types of human activity, can be divided into three: science, art, and practice. Accordingly, abilities can be classified as national, artistic, and practical. It can be seen that each of these types, in turn, is further divided into certain types. These include

- Scientific ability
- Artistic ability
- Practical ability
- Theoretical and practical abilities • Learning abilities
- Creative abilities

American researcher J. Guilford is one of the scientists who made a great contribution to the theory of talent. It is worth noting that the scientist developed the components of divergent thinking (speed, originality, flexibility, accuracy), and all of them allowed to introduce new changes in practical activities in the field of development, study and teaching of gifted schoolchildren.

The film “Snatch” is well suited for use as an authentic material for studying native English slang because it very clearly presents slang and communicative behavior of different social and age groups of British society. This film also presents intercultural communication of native English speakers from different countries - Americans and British. An important distinctive feature of this film is the traditional British humor, which is very vividly and clearly presented in this film. This allows students to understand that such humor is often an integral part of the communicative behavior and culture of the British. This film is better used for studying slang and communicative behavior of native speakers at a more advanced stage. On the one hand, examples of authentic feature films suitable as material for studying slang used by native English speakers, their communicative behavior and culture include the British films “Hot Fuzz” and “Shaun of the Dead”, “The Gentlemen” and “Rock’n’Rolla”, which are filled with slang often used by the British in informal settings, so they are of educational value for advanced students of linguistics studying English and the culture of its speakers. It is also important to note that these films well represent the communicative behavior of the British, belonging to different social classes, showing its dependence on their interpersonal relationships, family ties and age. On the other hand, the American film about the life of teenagers in the USA “The Bling Ring” can also serve as authentic material for studying slang and communicative behavior of American youth. This film shows the life, relationships, communicative behavior and slang of American teenagers, who are representatives of different social strata. The film also touches on the topic of responsibility for one's actions.

The purpose of the article is to identify and test the pedagogical conditions for the formation of creative independence of students learning English. The leading methods are scientific work and practice analysis, empirical and experimental data, the method of involved observation, modeling and experimental methods. The

experimental method is aimed at identifying the formation of students' creative independence in the English language lesson. The experimental work showed an effective process of forming students' creative independence in the experimental groups compared to traditional education in the control groups. The authors developed a didactic model and determined the pedagogical conditions for the formation of students' creative independence in the teaching process.

Creativity is a unique feature and is present in every child. Moreover, creativity is considered not as a single factor, but as a combination of various abilities of each individual, which can manifest themselves in different degrees in a particular person. Therefore, for psychologists and educators, all children should be potentially creative. It is very important for a teacher to notice the child's unique individual creativity and strive to develop it.

## **CONCLUSION**

Creativity develops during activity, many researchers argue that the reason for the formation of a non-creative style of thinking is that during the educational process, children are constantly faced with "closed-type" tasks, that is, tasks with a given set of elements and a single correct solution. As a result of training, a type of thinking is formed in children based on previously formed knowledge and activity. Creative abilities can be formed if a child has the opportunity to work with "Open-type" tasks. These tasks imply complete independence in choosing a solution method and give the child the opportunity to be creative in proposing any solution to the problem.

Creative abilities are manifested more easily and more often, more precisely, in activities in which the child has certain inclinations. Therefore, children should be involved in as many activities as possible and observed.

## **REFERENCES**

1. Sadykova, A. G., & Shelestova, O. V. (2016). Creativity Development: The Role of Foreign Language Learning. *International Journal of Environmental and Science Education*, 11(15), 8163-8181.
2. Brunfaut, T., & McCray, G. Looking into test-takers' cognitive processing whilst completing reading tasks: A mixed-method eye-tracking and stimulated recall study. British Council. (2015).
3. Cohen, A. D. Strategies and processes in test taking and SLA. In L.F. Bachman & A.D. Cohen (Eds.), *Interfaces between second language acquisition and language testing research*. Cambridge University Press. (1998).

4. Gordon, C. M., & Hanauer, D. The interaction between task and meaning construction in EFL reading comprehension tests. *TESOL Quarterly*, 29(2). (1995). <https://doi.org/10.2307/3587626>
5. Grabe, W. *Reading in a second language: Moving from theory to practice*. Cambridge University Press. (2009).
6. Salimova, N. (2023). THE ROLE OF MULTIPLE CHOICE AND SHORT-ANSWER QUESTION FORMATS IN ASSESSING READING SKILLS. *International scientific journal of Biruni*, 2(2), 73-79.