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**FORMATION AND DEVELOPMENT OF SKILLS OF INDEPENDENT
CREATIVE ACTIVITY USING EDUCATIONAL GAMES IN ENGLISH
LESSONS**

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Abstract: The relevance of this course work lies in the insufficient study of methods and ways of developing the skills of independent creative activity in the process of teaching a foreign language. The process of learning a foreign language contributes to the formation of creative independence, since there is an opportunity to use creative tasks and exercises within the framework of this subject, which requires independent work with students. They taught to use linguistic material to express their thoughts in dialogic and monologue speech.

Key words: pedagogy, education, game, didactic, methods, students, pupils, to play, teaching.

Teaching English can and should provide a practical, educational and evolving goal. It is also the practical aim of the leading. The other goals achieved in the course of mastering the English language in the context of active learners are informative arresting authorities and activities. Pedagogy, leadership and synthesis of these aspects, defines the vision of the problem from its specific point of view.

In English lessons, students analyze the selected problem, defend their position. Students should be able to evaluate reading works critically, state of thought in writing in accordance with the problem at hand, learn to defend their point of view and make their own decisions in understanding the path in the classroom. This form of lesson develops students' mental functions, logic and

analytical thinking and, which is important, the ability to think in a foreign language.

Motivation of learning plays a great role in the organization of the educational process. Thinking causes an intensification of interest in a particular type of task, to fulfillment this or that exercise. The teaching method meets the requirements of children in the novelty of the studied material and the variety of exercises performed is a strong motivating factor. The use of various teaching methods contributes to the consolidation of linguistic phenomena in memory, creates another proof of visual and auditory images, maintaining the interest and activity of students. A foreign language lesson is viewed as a social phenomenon, when the class of the audience is a certain social environment, in which the educational process is the interaction of all those present. Thus, learning success is the result of the collective use of all learning opportunities.

Great opportunities for the formation and development of skills of independent creative activity are determined by the use of games in the process of teaching a foreign language.

The game activates the students' desire to connect with each other and with the teacher, creates conditions for equality in speech partnership, destroys the traditional barrier between teacher and student. Play provides an opportunity for the hesitant to break the uncertainty barrier. In it, everyone gets a role and must be an active partner in speech dialogue. In games, schoolchildren capture such elements of dialogue, the opportunity to start a conversation, support it, interrupt the interlocutor, from time to time to agree with his opinion or refute it, the ability to listen to the interlocutor purposefully to ask clarifying questions of the games, etc. Language help to acquire various aspects of the language (phonetics, vocabulary, etc.) They are divided into: phonetic, lexical, grammatical and stylistic.

The main goal of phonetic games is the confirmation (correction) of pronunciation, training in the pronunciation of sounds in words, phrases, and intonation. They are regularly used, mainly at the initial stage of teaching a foreign

language (introductory-corrective course) in the form of illustrations and exercises to work with the most difficult sounds for pronunciation, intonation. As we move forward, phonetic games are realized at the level of words, sentences, rhymings, tongue twisters, poems, songs.

Vocabulary games focus students' attention exclusively on lexical material. They help to gain vocabulary and increase it to show and perform the use of words in communicating situations. There are different types of vocabulary games:

Grammar games are designed to provide students with the ability to practically apply knowledge of grammar, to activate their mental activity, aimed at using grammatical structures in natural communication situations.

Stylistic games are aimed at teaching students to distinguish between formal and informal dialogue styles, and to apply each of them correctly in different situations.

Speech games teach the skill of using linguistic means in the course of performing a speech act and starting from a specific situation in which speech actions are performed.

The use of games in the classroom allows you to shape and develop in students learning skills and abilities, to learn all the necessary information to transform it, to develop plans and solutions on its basis in both stereotypical and unsterotypical situations. This means that educational play can act as a means of pedagogical science.

The most active in the educational game is used to perform in foreign languages, which, speaking of the characteristics of a given subject, has a common goal - teaching language as a dialogue means. The game helps to ensure mutual communication of all participants and motivates the active performance of the participants. This is necessary for the formation of creative independent thinking of the initiative:

1) the creation of external and internal conditions that ensure high emotional openness (according to the principles of a kind, exciting game) through:

- Students' creation and understanding of freedom in choosing ways and means of achieving goals in the classroom;
- Understanding the possibility of "loss" for wasteful actions and exaggerated demands;
- Understanding the dependence of "prizes" through their own knowledge, skills, and the ability to take risks, which is well grounded;

2) The teacher should not be in the position of a "senior friend" or a partner on an equal footing, and the commentator and the lesson leader, advisor;

3) give students independence in their actions in order to create conditions under which they should not rely on the teacher's help. Such lessons are combined with counseling lessons. Children also have additional information materials to help them complete the task;

4) in every possible way to encourage originality, non-standard, effective thinking.

In this regard, we emphasize the fact that the formation of creative activity is the activation of the supreme goal, but it cannot be ignored below the steps. Composing and presenting the task of activating educational and informational and (what is more important), the creative process in foreign language lessons represent the content of the question. Its other side is the organization of the production of active research. The value of this method is quite large, but the increase in efficiency must be combined with other forms. Face-to-face work tasks can be aimed at activating:

- 1) process memory;
- 2) the process of logical thinking based on existing knowledge and skills;
- 3) creativity and search for new knowledge.

The specificity of a foreign language consists, on the one hand, of mastering speech activity. Speaking in another language, it is a rather laborious process that requires intellectual mobilization of their attention from students, memory, purposefulness, will, and on the other hand, the process of mastering a foreign

language contributes to further knowledge of the world and the cultural wealth of the peoples of other countries, their psychology, way of life.

Teaching a foreign language promotes the development of children. However, in order to carry out a more effective development of students in the process of teaching any subject, it is necessary to include students in such activities that develop their sensory perceptions, motor, intellectual, volitional, emotional and motivational spheres. So, he stressed that for intensive development, thinking that it is necessary to ensure teaching at a high level of complexity in a quick time, the student's awareness of educational activities. Development is associated not only with thinking, but also with emotions and other areas of the personality.

In the methodological literature of recent years on teaching foreign languages, the importance and necessity of including the motivational and emotional spheres of the student's personality is indicated when studying a foreign language. This forms the pupils more attentive to the expression of thoughts, both foreign and in their native language.

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