

Teaching Language To Elementary School Students Through Creative Methods And Using The Support Of Parents

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Abstract. We know that, creativity is considered as the most important and relatively independent factor of giftedness, which rarely reflected in intelligence tests and academic achievements. On the contrary, creativity is not defined so much critical attitude to the new from the point of view experience, how much receptivity to new ideas.

Keywords: primary classes, method, creativity, intelligence.

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INTRODUCTION. An integrated approach to the education of a creative personality covers a wide range of issues related to problems and moral education. Inseparable the unity of the ideological and ideological, spiritual and artistic is an indispensable condition for the personality a growing person, the versatility and harmony of its development.

METHODS AND LITERATURE REVIEW

Foreign language as a general education curriculum the subject can and should contribute to the process of developing the creative abilities of students. With a huge upbringing, educational and developmental potential of students, a foreign language can to realize it only in the course of the implementation of the practical goal of training, that is, only if the student in the process of foreign language communicative and cognitive activity (listening, speaking, reading, using writing) will expand his horizons, develop his thinking,

memory, feelings and emotions.¹ Before First of all, a foreign language as a subject is an additional “window” to the world, it is a means to replenish knowledge in various areas of life, science, art, what is essential for general education, it is a tool that helps to carry out activities in different areas of work and social life. In the classroom in a foreign language, students deepen and expand many of the knowledge and ideas they have received other academic subjects: social science, literature, music, history, geography, fine arts, etc. Determining the possible development of creativity (general creative abilities) in younger students, it is necessary to rely on the point of view formed in the scientific literature that its sensitive period runs for 8-9 years. It is at this age that personality traits such as a sense of novelty, criticality, focus on creativity, the ability to transform. At this time, imitation of an adult (parents, teacher) as a model is a determining factor in the formation of creativity.²

A foreign language lesson has its own specifics, so as, unlike other subjects, as the main learning objectives put forward the formation of communicative competence of students.

At present, the global goal of mastering a foreign language is considered to be familiarization with a different culture and participation in the dialogue of cultures. This goal is achieved through formation of the ability to intercultural communication. It is teaching organized on the basis of tasks of a communicative nature, as well as training foreign language communication, using all the tasks and techniques necessary for this, is a distinctive feature of a foreign language lesson.

RESULTS

Foreign language communication is based on the theory of speech activity. Communicative teaching of a foreign language is active in nature, since verbal communication is carried out through "speech activity", which, in turn, serves to solve the problems of productive human activity in the conditions of "social interaction" of communicating people. Participants of communication try to solve real and imaginary tasks of joint activity using a foreign language.

¹ Fried – Booth Diana L. Project work. OUP, 2016, p. 8.

² Zalesova N.V., Bashlykova A.V. [Creative tasks as a means of developing students' cognitive interest]. Bulletin of the Shadrinsk State Pedagogical Institute, 2019, no. 2, pp. 150–155.

The activity essence of communicative-oriented teaching of a foreign language is realized in a humanistic approach to learning. At This approach creates positive conditions for the active, free, creative development of the individual in activity. In general, these conditions are as follows:

- students get the opportunity to freely express their thoughts and feelings in the process of communication;
- each participant of communication remains in focus of attention of the others;
- participants in communication feel safe from criticism, persecution for mistakes and punishment.

ANALYSIS AND DISCUSSION

With a humanistic approach to learning disappear cognitive barriers characteristic of the educational process that reduce the motivation of students, encourage them to irritability.

As mentioned earlier, a foreign language has great potential for developing the creative abilities of students. Influencing the personality the formation of creative abilities enriches emotional and practical experience, develops the psyche, forms intellectual potential, promotes education of aesthetic and mental abilities, leads to the accumulation of professional skills and abilities, development of the natural inclinations of children, their moral qualities. It sets up for further, active, creatively conscious amateur activity of schoolchildren, which meets their spiritual needs, satisfies them the desire for self-realization, and the manifestation of personal qualities. All this is an effective tool for the integrated development of personality, identifying the formation her creative potential.

One of the means that promote creativity The development of the student's personality is the use of non-traditional forms of a foreign language lesson. Non-traditional forms of an English lesson are implemented, as a rule, after studying any topics or several topics, acting as a learning control. Such lessons take place in an unusual, non-traditional setting. Such a change in the usual environment is advisable, since it creates an atmosphere holiday when summing up the results of the work done, removes the mental barrier that arises in traditional conditions due to the fear of making a mistake. Non-traditional forms of a foreign language lesson are carried out with the obligatory participation of all students

in the group or class, and are also implemented with the indispensable use of auditory and visual visual aids. On the such lessons manage to achieve a variety of goals of a methodological, pedagogical and psychological nature, which can be summarized as follows:

- control of knowledge, skills and abilities is carried out students on a particular topic;
- provides a businesslike, working atmosphere, a serious attitude of students to the lesson;
- there is a minimum participation in the lesson teachers.

In our time, when more and more are developing connections between different countries and peoples, acquaintance with Russian national culture becomes a necessary element of the process of learning a foreign language. The student should be able to conduct a city tour, tell foreign guests about the identity of the uzbek culture, etc. The principle of the dialogue of cultures presupposes the use of cultural material about the native country, which allows you to develop a culture of representing your native country, as well as to form ideas about the culture of the countries of the language being studied.

When planning lessons, the teacher should think not only about so that students memorize new words, one or another structure, but also sought to create all the possibilities for development of the individuality of each child. Importance the development of the creativity of a younger student, his abilities in solving any educational problem to show initiative, invention, independence for everyone is now obvious. Correlating the process of creativity and learning, obviously, we need to talk about the creation of such conditions conducive to the emergence and the development of all trainees' qualities and inclinations, usually identified as characteristic features of a creative personality. School performance is determined by to what extent the educational process ensures the development of the creative abilities of students, prepares them for life in society.

CONCLUSIONS

Thus, we can conclude that every child has creative abilities. These are individual psychological characteristics that distinguish one person from another. How developed they are depends on the creative potential of our society, as The formation of a creative personality today acquires not only a theoretical meaning, but also a practical meaning.

Knowledge of teachers, what is meant by creative abilities of students, will expand the boundaries of their manifestation in children.

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