

## DEVELOPMENT OF STUDENTS' CREATIVITY IN ENGLISH

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**Abstract:** The interdependence of the methods used in the development of students' creative activity outside the classroom and the possibility of using each of them in different forms is described.

**Key words:** Man, activity, field, creative, principle, creation, innovation, study, vision, student, method, public, group, individual.

One of the urgent issues is to further develop students' creative abilities in the era of modern information technology development. In addition to the educational process of general secondary schools, in the activities conducted outside the classroom and outside of school, there is a wide opportunity to develop students' creative abilities, as well as to educate them as perfect people. In extracurricular activities, students' creativity often depends not only on creating something new in principle, but also on the level of innovative performance, reading in a new way, seeing in a new way. For this, students need to effectively use resources related to the successful development of elements of creativity.

In order to develop students' creativity in extracurricular activities, the methods of developing their cognitive activity can be used in various forms, mass, group, individually. In this case, words and deeds can be a means of influence.

But not all technological education teachers skillfully use these methods. In recent years, it can be felt that the possibilities of explanatory and illustrative methods have narrowed and become impoverished in the practice of extracurricular activities, and they are being used superficially. Pupils silently complete the tasks given by the teacher or group leader they carry out experiments and experiments without words, while the leader limits himself to giving only some reprimands. The main factor that turns the work in the circle into a student's need, and unites them with interest in the general activity, is lost in the activities organized in this way.

It can be seen from the practice of the circle work of extracurricular activities that the experienced leaders of this small group always, first of all, to interest the circle participants in the secrets of knowledge, to discover more things in modern science, and to create in technology. they try to explain the necessity, the knowledge of the truth and the endless process of technical improvement. They should pass the baton from one generation to another to learn the truth in order to improve production methods.

As students' enthusiasm for collective creative work increases in circle classes, their interest in one or another area of creativity is formed and developed. That's when they feel a great need not only for a consultant - interlocutor, but also for relevant literature. They begin to read technical magazines of young people, books on natural science and the history of technology, books from the "Life of Amazing People" series more actively and purposefully, turn to the necessary technical reference books and encyclopedias.

According to our experience, it is possible to systematize the features of students' work with literature outside the classroom, as well as to divide students into the following 4 conditional groups according to their attitude to this work:

A group of students who are interested in a direction in a specific branch of the first national economy:

- they study a lot in the direction of scientific and technical development that interests them;

- in the process of working with technical literature, they take extracts (in special notebooks or notebooks);

- they draw schemes, sometimes they work on the appearance of the device or the most characteristic parts (nodes), - o'qiganlarini, ko'chirmalari va rasmlarini tushuntirib berishni so'rab o'qituvchisiga yoki to'garak rahbariga murojaat qiladilar.

Ikkinchi xotirasi yaxshi, qiziquvchan o'quvchilar guruhi:

- ular hech narsani yozmaydilar. kitob manbalarini ko'p mutolaa qilishini, kitoblarni qaytadan o'qiydilar;

- o'qiganlarini o'z hayolidagi fikrlar va tasavvurlar bilan to'ldiradilar;

- to'garakdagi amaliy mashg'ulotlarda o'zlarining texnik hujjatlar (rasmlar, chizmalar, eskizlar va xokazolar) bilan bajaradigan ishlarini to'g'ri tashkil eta olmasliklari sababli yuqoridagi guruhga mansub o'quvchilardan birmuncha ortda qoladilar;

- ko'pincha tushuntirilgan topshiriqni va boshqa mayda-chuyda narsalarni to'garak rahbaridan qayta-qayta so'rab aniqlaydilar.

Uchinchi o'qishni xohlamaydigan o'quvchilar guruhi:

- Ular texnikada o'zlarining umumiy xususiyatlariga, xarakterlariga mos narsalarni topadilar;

- dastaki asboblarni bajariladigan amaliy faoliyatda, ko'proq nazariy ishda va adabiyotlar bilan ishlashda qiynaladilar;

- jurnal, spravochniklarni faqat zarur bo'lgan paytda ko'radilar;

- asosan sarguzashtlarga, sayohatlarga doir kitoblarni o'qiydilar.

To'rtinchi tasodifiy qiziqish bilan farqlanadigan o'quvchilar guruhi:

- Ular ko'pincha o'zlaridagi qiziqish tufayli emas, balki tengqurlari orasidagi eng obro'li bolalarga yoki mashhur kishilarga taqlid qilishlari tufayli shug'ullanadilar;

- texnika adabiyotlarini o'qishni istamaydilar, ammo biror faol o'quvchi qo'lidagi kitobni ko'rsalar, shu kitobni topishga va o'zlarini katta kreativlardek qiziqishlarini namoyish etishga harakat qiladilar;

- to'garakda qatnashish sinfdoshlari nazarida boshqacharoq tuyulishi sababli to'garakka yoziladilar;

- to'garakdagi ishning o'zi esa ularni qiziqitirmaydi. Odatda bunday o'quvchilar to'garakda uzoq vaqt qatnasha olmaydilar.

In conclusion, it should be noted that extracurricular activities should focus on the development of creativity of students of the third and fourth groups through the effective use of explanation and illustration methods to increase students' creativity, and each of the students A positive result can be achieved by trying to eliminate differences between groups by morally encouraging positive action.

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