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TALABALARDA IJODIY HAMKORLIK KO'NIKMALARINI RIVOJLANTIRISHDA MOTIVATSIYANING AHAMIYATI

РОЛЬ МОТИВАЦИИ В РАЗВИТИИ НАВЫКОВ ТВОРЧЕСКОГО СОТРУДНИЧЕСТВА У СТУДЕНТОВ

SIGNIFICANCE OF MOTIVATION IN DEVELOPING STUDENTS' CREATIVE COOPERATION SKILLS

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Annotatsiya

Maqolada «bit-dars texnologiyasi» orqali talabalarda ijodiy hamkorlik ko'nikmalarini rivojlantirishda motivatsiyaning va "subyekt-subyekt" munosabatlarining mazmun-mohiyati tahlil qilingan.

Аннотация

В статье рассматривается роль мотивации и отношений «субъект-субъект» при развитии навыков творческого сотрудничества у студентов с применением технологии «Бит-урок

Abstract

The article explains the role of motivation and "subject-subject" relations in the development of creative cooperation skills in students when using "Bit-lesson" technology.

Kalit so'zlar. *«Bit-dars» texnologiyasi, motivatsiya, subyekt-suyekt munosabat, innovatsion faoliyat.*

Ключевые слова. *Технология "Бит-урок", мотивация, отношения «субъект-субъект», инновационная деятельность.*

Key words. *"Bit-lesson" technology, motivation, "subject-subject" relations, innovation activity.*

INTRODUCTION

Pedagogical support process is mainly student-oriented, and the study of future professionals' attitude towards themselves, to material existence and individual surrounding them takes an important place. The implementation of such pedagogical support based on certain technologies serves its high effectiveness. That is, the role of innovative educational technologies in the development of creative cooperation skills based on pedagogical support of future foreign language teachers is considered high. "Bit-lesson" can be cited as one of such innovative educational technologies. This technology is an interesting course in the nature of a competition, which includes conversation, games and creative exercises, and is aimed at forming professional skills of future foreign language teachers, teaching the methodology of working with students, and developing creative cooperation skills based on improving their communication skills, and forming a creative worldview.

LITERATURE REVIEW

V.A.Slastenin, one of the scientists who studied the structure of innovative activity, shows that it has the following structure: "The structure of innovative activity is a creative approach, creative activity, technological and methodological preparation for the introduction of innovation, new thinking, culture of behavior. The levels of innovative activity can be: reproductive, heuristic, creative"[1]. According to R.Joraev and Kh.Ibragimov, "Innovative activity comes from the teacher's dissatisfaction with their work. It arises on the basis of the teacher's desire to successfully solve

this or that pedagogical task when they encounter some kind of obstacle"[2]. So, innovative activity begins with the search for a new idea.

METHODOLOGY

In the encyclopedia of pedagogy, the "Bit-lesson" technology is described as a form of "interesting class"[3] in the nature of a competition, which includes conversation, games and creative tasks. This educational technology is a method that develops students' creative abilities, directs them to creative thinking and organisation of activities, and is aimed at studying, learning, working and implementing strategic goals in creative cooperation. This technology includes classroom activities in the form of conversation, pedagogical tasks in the form of games, and classroom and non-auditory educational activities in the form of creative tasks, independent work. Taking into account the fact that foreign language learning is carried out in communicative form, and it is mastered based on conversation and other types of communication, the popularisation of such educational technology will increase the effectiveness of language learning among students of higher education, as well as develop their creative cooperation, active participation and communication skills.

RESULTS AND DISCUSSION

Therefore, this technology is characterised by the inclusion of conversation, games and creative tasks, manifested in the form of competition and scientific discussion. The conversation method is a means of establishing contact with the learner, which allows to collect information about the personality, emotional-volitional qualities, behavior, as well as the causes of deviations in the development of the anomalous learner. It is not recommended to organise an conversation if the learner has speech, hearing, or communication difficulties. In such cases, visual material that interests the learner can be used. The conversation method is a form of communicating with the student, establishing a relationship and connecting based on his personality, emotional-volitional qualities, and behavior. While the conversation method is often used in foreign language teaching, in the general continuous education system, its effective aspects are not effectively used. Therefore, it would be appropriate to teach the creative cooperation of future foreign language teachers on the basis of "bit-lesson" technology based on the teaching methodology rich in conversation, communication and discussions.

Moreover, prioritizing the use of game-based methods is considered a crucial task when fostering the development of creative cooperation skills of future foreign language teachers. The most important aspect of the games is its dual character, which is also suitable for dramatic art. On the one hand, if the participants of the game perform real activities related to certain non-standard tasks during its implementation, on the other hand, the games acquire a conditional character that deviates from real situations, feeling responsible for most of these activities. Hence, the double-tasking of games is the reason why it has a developmental outcome.

In order to pedagogically support the process of personal and professional development of future foreign language teachers, it is extremely necessary to carefully study, correct, restore and develop their relationships. Because the fulfillment of mutual relations is the basis of their personal development, personal development affects their professional growth, development of knowledge and skills. The main goal of social support for future foreign language teachers in the educational environment is to ensure their intellectual, physical, spiritual-cultural and social development. Therefore, supporting the development of creativity, creativity, creative activity and creative cooperation skills in future foreign language teachers based on innovative educational technology remains one of the priority tasks. At the same time, the importance and effectiveness of motivational methods based on the "bit-lesson" technology in the development of creative cooperation skills among future foreign language teachers is considered high. Motivation is the process of movement of motives, a set of motives that urge a person to the main activity. Motive, when translated from French, means force, reason. According to the analysis, "motive and motivation system fulfills the function of internal regulation of a person's activity, interpersonal relation and behavior, satisfying his needs, desire, good intention, wishes, inclination, feelings, ideal, faith, conscience, being able to set a goal and is the main factor of realising others in practice»[5]. Therefore, forming a motivational attitude to the development of creative cooperation skills in future foreign language teachers is one of the urgent tasks. Attitude motivation also plays

an important role in the development of creative cooperation skills in future foreign language teachers. In order to determine the student's subjective attitude to creative cooperation, to observe the hierarchy of "man - human - person - individuality - subject - perfection", subjective attitude to the person, that is, to abandon the erroneous theory that all characteristics can be formed equally in him as a robot, creating a "subject-subject" relation, solving the problem that any subject is a person, but not every person is a subject, considerations such as recognising the existence of independence, personal position, determination, worldview and the possibility of their implementation in order for a person to be a subject play an important role in the interpretation of the motivation of personal relations.

CONCLUSION

"Bit-lesson" technology is considered a motivational method which fosters the educational process. Therefore, it is important to create a "subject-subject" relationship based on the motivation of attitude to the development of students' creative cooperation skills.

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