

CHARACTERISTICS OF CREATIVITY DEVELOPMENT IN PRESCHOOL AGE AND ITS CHARACTERISTICS

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Abstract

This article sheds light on the issues of communication development in future English language teachers, and provides information on important ways of forming communicative skills in future English language teachers. Examples of communicative trainings that help students to form and develop communicative skills are also given.

Keywords: communicative competence, digressions, paraphrasing, circumlocution, scientific success.

Nowadays, in our society, teachers use innovative technologies and ideas to form the translation competence of students, and in the process of teaching, they first form the basic knowledge of the language, and then, step by step, they form the concept of translation and develop translation competence. Recently, the need for translation is even greater than before. This, in turn, requires us to train our society with qualified specialists, i.e. translators. In foreign language teaching in the training of translators, teachers can also achieve high results by having students listen to audio recordings of Chinese texts and by showing them Chinese films. The famous scientist S.I. Ojogov came to the conclusion that in order to build translation competence in students, it is necessary to form the concepts in the following table: According to the definition given in the table, text translation or oral translations can be different. In this case, it depends on the knowledge of the students, which depends on their level of knowledge of the Chinese language. It is about what field the translation belongs to. The following table is an example of this definition: S.I. Ojogov also recommends using the following table in the formation of students' translation competence.

Chinese scholar Dong Liu to implement translation competence says that the following is necessary, namely:

1. What field does the translation belong to;
2. Knowing which book to translate from and translation skills;
3. Knowing how to work with terminology;
4. Consists of knowing the theory of special translation.

Written translation is used from scientific and technical texts, correspondence in the work process, charters, contracts, economic contracts, project implementation, courts, documents and expertise writing. Simultaneous translation is used for participation in scientific and practical conferences and lectures through spoken or written audio. The term "approach" can be used in the literature in both a broad and a narrow sense. When we talk about the approach in the broadest sense of the word, we mean three components of this concept: Linguistic component - how we choose language tools for learning Didactic component - what techniques and technologies we use, development of educational material how we organize Psycholinguistic foundations of teaching - what is the role of students and teachers, what is their relationship, how are the specific features of students' perception of language material

taken into account. Communicative approach - the leading direction of this method is communication. Students apply their language abilities and skills in real foreign language communication situations.

Thanks to such opportunities, students can freely express their thoughts in a foreign language using previously acquired knowledge and skills. The communicative approach is characterized by the following: Language learning is learning to communicate; Language is created through individual trial and error; Communicative competence is a desired goal (the ability to use the language system effectively and correctly); Teachers help students in a way that motivates them to work with the language; Language is taught in context; Attempts at communication are encouraged from the start. Therefore, we came to the following conclusion, that is, the communicative approach is related to translation competence, in which students use language as their tool in order to communicate with representatives of different countries, and communicative communication is done by the students and the teaching teacher. is also necessary. With the recommendation of the teacher-methodologist and under the guidance of the children, students keep a "Methodical portfolio".

Today, various methods are used in the English language teaching methodology system in the world. Each method of teaching is created in order to make the learning process easier for pupils and students. The reforms implemented in the education system in our country create wide opportunities for students to learn English and other foreign languages.

In our country, the Law of the Republic of Uzbekistan "On Education" and the Decision of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to effectively organize the popularization of learning foreign languages", "Education "On measures to further improve the quality of teaching foreign languages in institutions" is considered as one of the most important factors in creating a comprehensive system of teaching foreign languages in our country and improving its quality. Today, several works on the implementation of these decisions have been carried out. In particular, foreign partnerships have been established in each higher education institution, and leading foreign professors and teachers are involved in the teaching process. This naturally increases students' interest in learning English.

The role of CLT (Communicative Language Teaching) method in improving students' communicative competence is incomparable. This method was created in England in the 70s of the 20th century and entered the language teaching system as a unique innovation. The reason for this is that in the process of language learning, students have the opportunity not only to learn grammar, but also to speak, and this method is aimed at developing students' communicative competence in one language. In Western countries, the CLT method has gained popularity rapidly, but this situation is generally slow in Asian countries. For this reason, the factors that have not achieved success in the implementation of CLT in the countries of the Asian region include the tried and tested educational system used in some countries. and teacher-centered approach to English language teaching and teachers' negative attitudes toward the CLT approach. A centuries-old view of how language teachers misapprehend the CLT approach is the master-apprentice theory.

It should be noted that communicative competence in students includes different dimensions of grammatical, speech, strategic and socio-linguistic competence.

Teachers should be more informed about the definition of the term "communicative competence". This knowledge of communicative competence among English language teachers and awareness is very important. Today, this method is widely used in modern science centers, and the scientific success of this method has been fully proven.

Communicative language teaching method and its characteristics.

It is aimed at achieving communicative competence in the CLT (communicative language teaching) method.

Communicative competence is defined as competence in three directions of language learning, these are grammatical, sociolinguistic and strategic competences. Strategic competence is aimed at students being

able to successfully express themselves in the conversation and overcome any difficulties or difficulties that may lead to communication breakdown.

This competence can be improved by developing skills such as using fillers, digressions, paraphrasing and circumlocution. Grammatical competence includes knowing the rules of lexical combinations and morphology, syntax, including grammar, semantics and phonology.

According to Canale and Swain, grammatical competence is an important aid to any communicative approach, the purpose of which is to enable students to determine and correctly express the literal meaning of sentences. includes imparting knowledge on Communication activities focused on these three skills help to increase students' self-confidence, improve their creative thinking skills, and increase their linguistic creativity.

Specific difficulties in language learning.

Linguists also criticize other methods of language teaching, especially those that focus on helping students construct grammatically correct sentences. The reason for this is that the accuracy of the form is more promoted and on the other hand it creates weaknesses. It is a translation method that fails to promote meaning, which is important for increasing fluency and efficiency in speech, and cannot be the basis for effective communication skills. An example of this is GTM (Grammar-translation method).

When Haymes analyzes the term communicative competence, he defines language as a social behavior, which he believes should be learned by observing the sociolinguistic norms of behavior in the social context. Helt, in addition to Haymes, defines "communicative competence as the ability to receive, understand and produce social rules of language use, appropriate and understandable messages." Savignon also reiterates that communicative competence is important for all language learners and requires an understanding of the socio-cultural contexts in which language is used. In the past, students could not communicate in a second language despite traditional classroom training, which showed that form alone is not enough in language learning and that function is equally important.

Conclusion.

In conclusion, it should be noted that by using the CLT method in the language teaching methodology, we can increase the communicative competence of our students. Of course, the Grammar-Translation Method (GTM), Direct (The direct - full English speaking in language teaching), ALM (Audio lingual method) and other methods have their place. However, in the examples from the above quotations, the forms do not always help to convey the meaning. Developing grammatical, sociolinguistic and strategic competencies in students and conducting lesson processes with attention to these functions is the main task of current English language teachers.

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