



Education Regulation of Creative Activity of Students in Mother Tongue and Reading Literacy

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Abstract: In the article, an opinion is expressed on the basis of the practice of regulating the creative activity of students in the education of mother tongue and reading literacy, defining the subject, purpose, tasks of the pedagogical experiment, describing the course of the experiment, and analyzing its results. . The main goal of designing students' creative activities in the education of mother tongue and reading literacy is to increase the efficiency and quality of education.

Keywords: mother tongue and reading literacy, elementary school, creative education, creativity, creative activity, project, designing, thinking, educational process, efficiency, pedagogical experience, organization, management, control do, state education standard, student.

Expository education is the most widely used type of education and has a number of advantages. However, the fact that this education is intended for memory, the slow participation of students in the educational process, and the general nature of feedback show the shortcomings of explanatory and demonstrative education. Creative education has great potential to overcome these shortcomings [1]. Creative education has its own characteristics: didactic processing of the educational content, educational process aimed at both memory and thinking, individuality of student learning, student activity in education, etc. characteristics are unique qualities of creative education [3-6]. Compliance with them will increase the effectiveness of the educational process. Accordingly, increasing the effectiveness of educational work in the conditions of creative education was determined as a subject of pedagogical experience.

Didacts and methodologists explain the difference between the goal set in the educational process and the achieved result as the effectiveness of the educational process. The smaller the gap between the goals set in the educational process and the achieved result, the more effective the education is [7-13].

Quality indicators of efficiency are determined according to the acquisition of knowledge and methods of activity. Quantitative indicators are determined according to the goal of education and the difference between the knowledge, skills, and qualifications of students. Efficiency improvement is tested in the following areas: improving the quality of education (the scope of students' knowledge, the level of generalizations, the ability to apply knowledge to production, the ability to use knowledge and skills when necessary); bringing the educational result closer to the set goal (mastery of knowledge, skills, experience of creative activity at the level of State educational standards and higher); to ensure that educational tools match the essence of the educational process; reasonable allocation of time budget.

The mentioned directions make it easier to determine the goal of pedagogical experience to a certain extent: didactically determining the level of effectiveness of organizing, managing, and controlling creative education on the basis of scientifically based design tools is the goal of pedagogical experience [14].

Taking into account the subject and purpose of the pedagogical experiment, we defined the following pedagogical-methodical solutions as the tasks of the experiment.

- Identifying the subject of pedagogical experience, formalizing its purpose. By studying the level of effectiveness of creative education, analyzing the factors aimed at increasing the effectiveness of education, the effectiveness was determined and the purpose of the research was formed [15].
- Description of the innovations introduced into the system of mother tongue education in primary grades in relation to creative education. Based on the design of the creative activities of students in the mother tongue education, the conditions of teaching in general secondary schools have been updated; a design concept suitable for the organization, management, and control of education has been created.
- To study and describe the effectiveness of pedagogical experience, to note the forms of comparison of creative education with explanatory and demonstrative education. In order to qualitatively solve this task, teachers were introduced to the construction of a lesson related to explanatory-demonstration and creative education, and relevant recommendations were given to them.
- Consistent recording of individual changes occurring in students in the conditions of creative education. For this purpose, a plan for individual monitoring of students was developed. In it, accuracy in receiving information about educational material by students;

Perform assignments accurately, completely, carefully; characteristics such as interest in learning, independent assignment of assignments were noted.

- To study the efficiency-related features of designing students' creative activities in mother tongue education. The effectiveness of the program depends on elements from its intended use to the design process, and it is difficult to evaluate it with a single criterion. However, the design of mother tongue education is considered a key feature of effective teaching. Reliability of design means the level of elimination of errors in it [16].

The project of each lesson and the conditions for its implementation should be clearly defined. The impact of these characteristics on the effectiveness of the lesson in the process of pedagogical experience was also studied.

- Collect results for analysis. Recording the results of pedagogical experience using numbers and processing based on statistical methods is a method that shows the difference between the used methods and the superiority of one over the other.

In the methodical literature, three main stages of lessons of repetition and formation of skills are distinguished: activation of learned knowledge and methods of activity. Determining which definitions and rules apply to the given evidence, recalling the definitions and rules while completing the task, determining which definition and rules will be used to solve the problem, etc. In such educational situations, students remember knowledge and methods of activity in ways of conscious, independent activity. Creative works of this type are organized in observed classes; applying the learned knowledge and method of activity to different educational situations. The creative task we observed corresponds to the second stage of the lesson - the process of applying knowledge and activity methods to given situations; the stage of identifying new aspects of learned definitions and concepts. While observing the learned definition, as a rule, distinguishing its new features, enriching knowledge with new information, it is called cumulation in didactic research. The initial phenomenon is the expansion of learned knowledge and methods of activity, starting from the initial learning of knowledge and continued at all stages of the educational process, so the effectiveness of creative education increases.

The next type of mother tongue lessons is the lesson of generalization of knowledge and skills. In this type of lesson, knowledge and skills are mastered at the level of understanding. But in the work of most school teachers, this type of lesson is not distinguished. Knowledge and skills acquisition lessons have a unique set of characteristics: the comparison of evidence on two or more topics. For example, let's say such a task: words are given in two columns. Compare them, identify specific questions for each, and then write down what the words in each column mean.

It consists in studying the psychological, pedagogical and methodical bases of designing the creative activity of students in the education of the mother tongue of primary grade, and looking for ways to solve specific problems related to the features of designing. To do this, we started the work by looking for an answer to the question of whether organizing classes based on the design of creative activities of students in mother tongue education increases or decreases the level of knowledge of students. For this purpose, four general secondary schools were selected and 5 lessons were observed in each class allocated for the experiment.

When the lessons were organized in regular classrooms, the students had a slow participation in education; they only had time to do 2-3 exercises in each session.

Most of the students participated in the lesson as "observers". The rest of the students' answers to the teacher's questions revealed that they did not fully master the learning material. The evaluation of students' knowledge in the lesson was also partially implemented and the evaluation was not fair.

Students' activity was observed in lessons organized on the basis of a certain preparatory project by means of designing students' creative activities in mother tongue education [17-21]. The students managed to do 4-5 exercises in one lesson and their answers to the teacher's questions were reasonable. The level of assessment of students has increased. When the projects designed to activate the students were used in the lesson, a full and honest assessment of the knowledge of the students was achieved.

The situation of the problem of designing students' creative activities in mother tongue education in school practice is analyzed. We look at the experience of designing creative activities of students in mother tongue education as a system, try to distinguish the features of creative education practice, and record the opinions of school teachers about creative education. We distinguish the strengths and weaknesses of creative education by comparing the real situation of the practice of creative organization of primary grade mother tongue education and teachers' opinions.

Experience of creative organization of mother tongue education in primary grades. Lessons of advanced teachers were observed and recorded in order to study and generalize the existing experience in creative organization of mother tongue education. Answers to the following questions were sought during the process of observing and recording lessons:

- a) questions related to the goal of creative education - the goals and tasks of creative organization of education, the compatibility of selected educational tasks with the goal and tasks of creative education;
- b) questions related to the content of creative education - what determines the content of creative educational tasks, the compatibility of creative tasks with the content of the educational material, the compliance with the real educational opportunities of teachers, the educational value of this or that creative work place in the system of assignments;

Column 1	Column 2
engineer	red
builder	blue
doctor	purple

As mentioned above, the generalization of knowledge and skills is based on generalization at the level of understanding. "Generalization at the level of the concept does not refer to the perceived specific signs of a certain grammatical phenomenon, but to its general features. The characteristic based on this is common to several of the studied phenomena. Tasks that provide a high level of abstraction are used in the training" [22-23]. For example, to teach the use of singular and plural in nouns, singular (pen) and plural (pens) are compared: is not taken into account, plural meaning is distinguished as a general feature of the suffixes, and singular meaning is distinguished as the opposite of plural. The generalization exercise is organized around these two types of symbols - plural and singular.

In one group, based on the traditional methodology, and in the other, using the tool for designing students' creative activities in mother tongue education, the level of mastery of the students of the experimental group is high when the knowledge gained by the students in the previous lesson is checked in the next lesson. was found to be. As a result of observations, results of control work, conversations with teachers and students, we came to the opinion that it is possible to improve the level of knowledge of students when organizing mother tongue classes on the basis of pedagogical and methodologically based projects.

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