

DEVELOPING THE CREATIVE POTENTIAL OF STUDENTS IN LINGUISTIC SPECIALTIES THROUGH PROJECT ACTIVITIES

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| A B S T R A C T | K E Y W O R D S |
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| The article considers the need for innovative changes in the professional training of philological students. One of the possible options for implementing the project method in the process of teaching the courses «Russian Orthology» and "Culture of Speech" is presented. The use of this innovative pedagogical technology ensures the development of students' independence and creative activity. | Higher education; culture of speech, independent work. innovative technologies; project method. |

Introduction

In today's world, quality education is recognized as a key factor in achieving a high standard of living, a tool for achieving socio-cultural harmony, and a driver for economic development. The international community is paying increased attention to ensuring that citizens receive high-quality education that focuses on developing both subject-specific and life-long cultural competencies in young people. In this context, the Republic of Uzbekistan is also prioritizing the development of its educational system. Therefore, at the present stage of reforming education in our republic, the issues of reorienting the education system from an educational-oriented model to a competency-oriented one have become relevant. Modern realities of life require from the individual not only the actualization of their educational needs in order to timely self-determination of the trajectory of personal professional development, but also life activity, understanding of the personal role and self-realization, and therefore the priority goal of the education system at the present stage is to train specialists capable of flexible adaptation and creative solving problems in changing conditions and realities of society. The success of this process largely depends on the degree of development of creativity and independence of a person.

MAIN PART

The need to make innovative changes in the professional training of students is due to the fact that today specialists require not only deep knowledge, but also the ability to acquire new knowledge in a rapidly changing situation and use it to design their own activities. According to the fair opinion of prof. G.V. Lavrentieva, the ability to think outside the template, abandon stereotypes in time, act boldly and original, solve problems outside the box, as well as the ability to realize your individuality and

uniqueness are those components that will help a young specialist find his place in society, become in demand [3, p. 11].

At the present stage, the teacher creates conditions for the formation of the personality of the student, involves each student in active cognitive activity, organizes educational situations in which the student can try his hand at solving emerging educational problems, introduces ways to obtain the necessary information in order to form his own reasoned opinion on a particular issue.

In the context of the growing information flow, undoubtedly, special attention must be paid to the development of speech and speech culture of students.

At all times, the culture of speech was considered an integral feature of the general culture. "The high culture of colloquial and written speech," wrote academician V.V. Vinogradov in this regard, "good knowledge and flair of the native language, the ability to use its expressive means, its stylistic diversity is the best support, the most faithful help and the most reliable recommendation for each person in his social life and creative activity" [2, p. 14].

Recently, we have to state with regret that against the background of informatization of society, the Russian literary language undergoes a massive influence of other forms of the language, literary norms are violated, the level of language proficiency culture has noticeably decreased, which makes it extremely important and necessary to study the so-called translation disciplines ("Culture of Speech," "Stylistics of the Russian Language," "Russian Orthology," read at the Faculty of Russian Philology of the Uzbek State University of World Languages) for the professional training of philologists.

The professional training of a future specialist is understood not only as possession of special skills and skills of labor activity, but also as a culture of professional communication, behavior and speech.

In the context of the modernization of education in the Republic of Uzbekistan, more and more attention is paid to the organization of independent work of students, as one of the important criteria for assessing the quality of training of specialists. It should be noted that independent work, its planning, organizational forms and methods, a system for tracking results are one of the most problematic places in the practice of vocational education, especially in relation to the current educational situation. This has been repeatedly noted in studies on the problems of planning and organizing independent work of students.

Independent work as a type of educational and research activities of students has its own tasks and differs in a certain specificity from educational activities carried out under the direct supervision of the teacher. Its main task is to develop students' active interest in acquiring knowledge, the ability to acquire scientific knowledge through personal searches, as well as the formation of their interest and creative approach to their educational, scientific and practical work. [1, p. 67]

The effectiveness of independent work depends on the knowledge, experience and intuition acquired on the basis of the necessary rules, algorithms, as well as on the student's general qualities that characterize any personality, regardless of the type of activity: erudition, sense of new, ability to analyze and introspect, flexibility and breadth of thinking, activity, developed imagination, etc.

In recent decades, in the theory and practice of higher professional education, more and more attention has been paid to active and interactive forms, methods and technologies of training, which can become an effective means of training specialists.

Each teacher always has his own set of methodological techniques and forms of their implementation to form different competencies for a student.

One of these methods, which is quite common today and effective, is the project method. The use of this method is advisable not only to improve the speech culture of future specialists, but also to solve other educational problems: to form the ability to independently acquire and use new knowledge, to acquire personal and professional experience by non-standard means. The project method allows students to form and develop intellectual skills and creative thinking.

RESULTS AND DISCUSSIONS

The implementation of mini-projects in training sessions on the culture of speech allows a student with any individual psychological abilities to feel "afloat," to be a direct participant in the learning process. This form of work is short-term, quite mobile and contributes to the self-development, self-improvement and self-realization of students in the educational process.

We used this form of work in the process of teaching the courses "Russian Orthology" and "Culture of Speech." Mini-projects were completed by undergraduate and graduate students. After studying theoretical material on the norms of the Russian literary language, students and undergraduates were offered topics for project work, and the topics were general in nature, for example: "Language abnormalities in the media," "Features of the advertising language," "General culture of speech and the problem of youth slang," etc., and were, first of all, a starting point for independent search. The essence of the project was to analyze a speech passage or text for mistakes. Students could choose the field or sphere of public life themselves and, if necessary, change or flesh out the topic of the project. The completed mini-projects testified to the undoubted interest caused by this work among students. Projects were presented on the topics: "The language of advertising," "Computer slang," "Media and the culture of speech," "Errors in the use of phraseological units in modern songs," "Errors in the speech of politicians" and many others. Some design work was successfully solved in technical performance: the presentation provided not only visual perception, but also auditory, i.e. accompanied by fragments of audio and video recordings. Identified errors in the speech of people or in texts were subjected to analysis, which contained not only the classification of errors, but also an attempt to identify the causes of their generation.

It should be noted that the preparation by students of the presentation itself is the most effective form of demonstrating the results of the project: firstly, when preparing a presentation, speech mechanisms develop, i.e. the level of mastery of the means of language, secondly, the background knowledge of the student expands - his horizons and awareness, thirdly, the cognitive functions of the psyche develop, i.e. various methods of memorization, intellectual functions: synthesis analysis, language generalizations, abstractions, the logic of thinking is formed - the sequence of presentation of the material, information content, completeness of the statement, the relationship of arguments and consequences.

CONCLUSION

All of the above allows us to conclude that the preparation of a presentation and, in general, work on a mini-project is an effective way not only to develop language competence, but also a powerful incentive to ensure the student's maximum mental activity.

This form of work does not give students ready-made and unambiguous solutions, pushing them to independent creative search, develops the skills of self-education and self-control, and increases the information culture of students.

References

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