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PEER REVIEW



FOSTERING CREATIVITY AMONG STUDENTS IN LESSONS IN THE UZBEK LANGUAGE AND LITERATURE

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Annotation:

The primary objective of this article is to investigate the significance of nurturing creativity among students in the context of lessons focused on the Uzbek language and literature. By conducting an extensive literature review and empirical research, this study aims to discern the determinants influencing creativity within the classroom setting and evaluate its impact on students' academic performance and holistic development. Employing a mixed-method research approach, encompassing both qualitative and quantitative data collection methods, the research methodology endeavors to provide a comprehensive understanding of the subject. The analysis and results section will present the outcomes of the study, shedding light on the effectiveness of promoting creativity in Uzbek language and literature lessons. The conclusion will succinctly encapsulate the main findings and offer recommendations tailored for educators and policymakers, with the intent of augmenting the cultivation of creativity within the educational framework.

Keywords: literary instruction, cognitive development, global workforce, method of teaching, pedagogical techniques, acquired knowledge.

Introduction

In the contemporary milieu characterized by rapid transformations, creativity has assumed an eminent stature, transcending its pertinence not only within professional arenas but also within the sphere of education. Acknowledging creativity as a pivotal catalyst for fostering comprehensive learning, educators discern its potential to invigorate critical thinking, problem-solving acumen, and innovative cognitive processes. The context of Uzbek language and literature lessons accentuates the centrality of cultivating creativity, representing a pivotal determinant that can elevate student engagement and augment academic performance. This article aims to scrutinize diverse methodologies employed to nurture creativity within the Uzbek language and literature classroom, examining their ramifications on students'

educational accomplishments. Within the dynamic landscape of education, the accentuation of creativity aligns cohesively with the evolving requisites of the global workforce, where adaptability and inventive cogitation are progressively esteemed. The Uzbek language and literature classroom emerges as a pertinent locus for instilling these skills, capitalizing on the cultural and linguistic richness that facilitates the stimulation of imaginative expression.

The inquiry in this study encompasses a gamut of strategies deployed to instigate creativity among students, encompassing interactive pedagogical approaches and project-based assessments designed to foster independent thought. Through the employment of a mixed-method research paradigm amalgamating qualitative and quantitative data collection techniques, the study aspires to extract comprehensive insights into the diverse facets of fostering creativity in Uzbek language and literature lessons. Subsequent sections of the article will unfold an exhaustive analysis of the diverse methodologies employed, meticulously scrutinizing their efficacy and impact on students' cognitive development. The anticipated findings are poised to make substantive contributions to the discourse surrounding the integration of creativity into language and literature education. The concluding segment will encapsulate key discoveries, furnishing actionable recommendations for educators and policymakers dedicated to fortifying creativity within the educational milieu, thereby ensuring the holistic development of students within the context of Uzbek language and literature.

Literature review

S.Matjonov articulated the viewpoint concerning the cultivation of students' creativity by emphasizing the distinctive nature of literature teaching methodology compared to other academic disciplines within educational institutions. "This perspective underscores the examination of specific aspects related to both traditional and innovative approaches to literary education. The overarching objectives include the cultivation of skills essential for educators to discern optimal strategies for literary instruction, encompassing tasks such as delineating the roles of teachers and students in literature-related activities" [2]. Consequently, the objectives of the "method of teaching literature" involve imparting effective pedagogical techniques, elucidating facets that positively impact a student's spiritual development during the analysis of artistic works, and guiding them in purposeful



utilization of acquired knowledge. The distinctive attributes of "children's reading" lie in its capacity to prompt the intellectual development of children and foster a profound appreciation for life. "This is achieved through the presentation of world events by children's writers who employ the prism of children's imagination. Consequently, children engage in a discerning selection of literature tailored to their age group, aligning with their individual worldviews" [1]. In summation, children's literature within the realm of children's reading assumes a guiding role in enlightening young minds. This stems from the enduring principles underpinning the evolution of children's literature, primarily centered on enlightenment and character development. Consequently, instances of children's literature serve as pedagogical tools aimed at instilling desirable human qualities in the younger generation.

The evolution of the discipline pertaining to the methodology of instructing Uzbek literature witnessed a significant contribution from various scholars who commenced their scholarly endeavors in the 1950s. Notable figures such as S. Dolimov, G. Karimov, N. Mallayev, H. Ubaydullayev, G. Ahmedov, A. Zunnunov, and S. Ismatov have played instrumental roles in advancing this domain into a distinct academic field. Their collective efforts across diverse literary studies have imparted a semblance of systematicity to the development of methodologies, programs, and textbooks designed for higher education institutions.

One seminal contribution in this regard is the inaugural textbook titled "Method of Teaching Literature," authored by S. Dolimov and H. Ubaydullaevs. This comprehensive resource furnishes a thorough overview of expressive reading, encompassing its content, essence, and various typologies. The text spans the spectrum from foundational theoretical principles in literature instruction to its practical applications. Moreover, it delves into topics such as the theoretical underpinnings of literature instruction, literary reading, both in-class and extracurricular activities related to literary reading, as well as instructional planning and equipment considerations [4,5]

A noteworthy aspect of the textbook is its pronounced emphasis on practical aspects, with the authors substantiating each theoretical proposition through concrete examples. Nevertheless, it is imperative to acknowledge the discernible influence of the prevailing ideology of that era permeating the content of the text.

Research methodology. To scrutinize the impact of fostering creativity in Uzbek language and literature lessons, this research employs a comprehensive mixed-method approach. The qualitative facet encompasses structured interviews with educators specializing in Uzbek language and literature [3]. These interviews seek to elucidate the educators' perspectives on creativity within the classroom setting, unveiling the strategies they employ to instill and nurture creative thinking among students. Concurrently, the quantitative dimension involves the dissemination of surveys to students enrolled in Uzbek language and literature courses. The surveys are designed to gauge students' attitudes toward creativity, specifically within the domain of language and literature education. The utilization of both qualitative and quantitative methods aims to provide a holistic understanding of the multifaceted aspects associated with fostering creativity in the specified educational context. The triangulation of data from interviews and surveys enables a comprehensive exploration of educators' practices and students' perspectives on creativity in Uzbek language and literature instruction. The ensuing analysis aims to contribute nuanced insights into the varied dimensions of creativity promotion within the educational landscape. The qualitative interviews offer a qualitative depth, allowing for an exploration of the intricacies of educators' experiences and perceptions related to fostering creativity. On the other hand, the quantitative surveys yield numerical data, facilitating a quantitative assessment of students' attitudes towards creativity in the specified educational context. This methodological amalgamation aims to provide a rich and balanced depiction of the role and efficacy of fostering creativity in Uzbek language and literature lessons. The findings derived from this mixed-method research endeavor are anticipated to yield valuable insights for educators, policymakers, and researchers interested in enhancing creative learning environments within the realm of Uzbek language and literature education.

Analysis and Results. The qualitative data analysis elucidates educators' cognizance of the pivotal role of fostering creativity in Uzbek language and literature lessons. Educators underscore the imperative of a curriculum that accommodates creative expression and facilitates critical engagement with literary texts. Noteworthy in their observations are the challenges faced in cultivating creativity, with particular emphasis on constraints imposed by the curriculum and the pressures of standardized testing. The results derived from the student surveys manifest a

prevailing inclination among students toward valuing creativity within the context of language and literature education. A majority of students articulate a belief in the enriching impact of creativity on their learning experiences. Their expressed desire for increased opportunities to participate in creative tasks, encompassing activities like composing poetry, undertaking multimedia projects, and interpreting literature through distinctive perspectives, further accentuates their affinity for creative engagement. Additionally, students perceive creativity as an indispensable skill poised to contribute significantly to their future academic and professional pursuits. These findings collectively emphasize the consensus among educators and students regarding the salience of fostering creativity in Uzbek language and literature education, notwithstanding the acknowledged challenges inherent in the current educational landscape.

Conclusion. In summary, the promotion of creativity within Uzbek language and literature lessons is pivotal for fostering comprehensive learning and achieving academic excellence. The research highlights the crucial role of establishing an educational setting that nurtures creative expression, encourages critical cognitive processes, and promotes cultural engagement. Educators and policymakers should carefully assess the implications of these findings and deliberate on the adoption of strategies to enhance creativity within the Uzbek language and literature classroom. Through such intentional efforts, they have the potential to empower students, enabling them to evolve into lifelong learners. This approach aims to instill in students a profound appreciation for their cultural heritage and equip them with the cognitive tools for innovative and critical thinking within the globalized milieu. The study advocates for a pedagogical shift towards a creative and culturally enriched educational paradigm, acknowledging the transformative impact it can have on students' intellectual development and overall educational experience. The findings emphasize that fostering creativity goes beyond the conventional boundaries of language and literature education, extending to the broader realm of developing well-rounded individuals. This inclusive approach recognizes the interconnectedness of language, culture, and creativity, thereby contributing to a more holistic educational landscape. As educators and policymakers embark on the journey of implementing strategies to foster creativity, they play a crucial role in nurturing a generation of students capable of navigating the complexities of the

contemporary world with adaptability, cultural awareness, and intellectual acumen. Ultimately, this approach seeks to shape individuals who not only excel academically but also contribute meaningfully to their communities and the global society at large.

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