

## A CREATIVE APPROACH TO THE DEVELOPMENT OF LINGUISTIC AND DIDACTIC THINKING OF FUTURE TEACHERS

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### Abstract

This article discusses the fact that a native language teacher can achieve effective results only by combining the competency-based, communicative, innovative, integrative, and personality-oriented approaches in linguodidactic training. It is reported that these approaches shape the future teacher as a creative, independent thinker and a technically competent specialist who meets the requirements of modern education.

**Keywords:** Communicative, innovative, integrative, axiological approach, constructive, anthropological approach.

### Introduction

The verbal and graphic approach being developed in the linguodidactic training of a future native language teacher is based on the presentation of linguodidactic information assimilated by students in the form of drawings and tables. The approach undoubtedly takes into account the peculiarities of information assimilation by modern youth, this idea is more effective than the traditional transmission of linguistic and didactic information, which is confirmed by the research of teachers: in particular, "the greatest consistency in the assimilation of program material is achieved by simultaneously presenting educational information in four codes: visual, digital, symbolic and oral." But, in this regard, not to give ready-made information in the form of diagrams and tables, but to offer students independently, in the process of cognitive processing of information, it in the form of intellectual maps ("intelligence map", "thought maps", "thought maps", "mind maps", "mental maps"); linguodidactic concepts, create clusters of ideas, theories; it is advisable to make basic schemes-collages on the topic under study.

Linguodidactic information is reduced to visual “supports” (drawings, diagrams, tables, models, etc.) that succinctly convey its main content.) Repetition not only makes it possible to better remember information, but also helps to establish systematic connections between blocks of information. The assimilation of educational material of a methodological nature can be improved by inviting students to supplement their diagrams, graphic compositions, tables and other graphic tools with their examples, notes, thoughts and considerations. In the process of transcoding linguistic and didactic information, students are forced to be creative. The ideas of the verbal-graphic approach with certain modifications are consistent with our methods of forming the linguistic and didactic thinking of future language teachers based on a creative approach.

The synergetic approach embedded in the methodological training of a future teacher is based on an understanding of the system of methodological training as a self-developing and self-organizing system.

The synergetic approach was originally proposed by philosophers who emphasized self-development, self-actualization, and the pedagogy of "self-education" in the educational process. This theory is based on the concepts of "fluctuations" (constant changes, fluctuations and deviations that cause a state of instability, unevenness), "bifurcation" (alternative possibilities at a critical moment of uncertainty of future development), "attraction" (relatively stable states). Any innovations bring the traditional teacher training system into a state of turbulence, introducing an element of instability into it, but at the same time they offer new alternatives that eventually become stable, attractors, leading to a state of bifurcation. This is exactly what creativity is based on: excitement, the search for alternatives, resulting in personality development. There are two important ideas in this idea for the proposed creative approach:

1) At the stage of creative idea generation, there comes a moment of fluctuation–uncertainty of a situation when a linguodidactic problem situation is solved by a student, in which it becomes unclear which of the alternative ideas is most appropriate and effective, and it is at this moment that there is a need for synergetic action–“gradual action based on one's own forms of learning, one's own strengths, abilities, and capabilities." this often happens despite certain modes of action. It is this action that is creative in nature, thanks to which all available linguistic and didactic knowledge is mobilized, their accumulation, completion and replenishment of self-construction, the formation of logical

connections between, at first glance, different elements of knowledge, which affects the self-development of personality, self-actualization and, ultimately, creativity.;

2) when analyzing various ideas about solving a linguodidactic problem situation, it is necessary to choose the most effective solution among all the probabilistic ways of developing the situation. When bifurcation occurs, an alternative, a synergetic approach arises in accordance with the ideas, controlling the moment of bifurcation: by changing the probability of events, it is possible to control the development of the situation, at this moment the student's position of the subject is formed, awareness of responsibility for his the choice. This ultimately leads to the need to appeal to the value meanings that come from all participants in the situation, which, in turn, affects creativity.

The task approach as one of the teaching methods is based on addressing the task in the process of linguistic and didactic training. There are demanded tasks in the methodology, which are considered situational methodological tasks.

Thus, the ideas of the activity approach are consonant with the creative approach to the development of linguistic and didactic thinking of future teachers.

The contextual approach proposed in the teacher training methodology is based on the idea of the need for the student's full involvement in professional training in the context of his future profession. Within the framework of the contextual approach, three main types of educational activities are distinguished: traditional academic activities (lectures, study and recording of sources), quasi (abstract) professional activities (business games simulating professional operations in practical classes) and educational and professional activities related to the profession. The essence of the contextual approach is to create scientific and social contexts of professional activity using educational tasks, assignments, models and situations. By itself, this idea is similar to the proposed idea of developing the linguodidactic thinking of future teachers based on a creative approach, which requires performing certain linguodidactic actions in the process of performing linguodidactic problem tasks and tasks based on a linguodidactic problem situation. At the same time, all assignments and tasks are based on situations that may arise in the context of teaching a native language at school, that is, on the basis of a linguistic and didactic context.

The information approach is based on the idea of forming an information culture among future native language teachers using information and communication technologies in teaching [I.Y. Gats).

These ideas are important for creativity, and they are considered promising and require separate research. We consider the value and subjective basis of the digitization process, as well as its impact on the educational process, to be the most important in terms of the potential of digital resources for the development of creativity.

The combined approach and the interdisciplinary approach are essentially modifications of the integrative approach.

The conceptual approach [N.A. Isaeva] L.S. Is based on Vygotsky's ideas about the leading role of concepts in the intellectual development of personality and the formation of mental processes, as well as on ideas about the concept as a form of thinking and a form of cognition.

The situational-pragmatic approach is one of the aspects of the communicative-activity orientation of learning, which allows “along with the formation of professional skills to develop (and assimilate) a culture of human relations closely related to pedagogical culture.” Within the framework of the situational-pragmatic approach, linguistic and didactic training is aimed at solving problematic problems, finding answers to problematic questions, conducting discussions and solving problematic situations, i.e. to develop the pragmatic (communicative) behavior of a future teacher, determined by the professional situation of acquiring a profession. For a creative approach, it is important not only to pay attention to the situational-pragmatic approach to the content and technological aspects of solving a linguistic and didactic problem situation, but also to the context, to analyze all the conditions of the situation, including communicative behavior.

The subjective approach, as one of the likely types of implementation of the linguistic and didactic training of a native language teacher, is based on a psychological concept, the main provisions of which formed the theory of subjective student learning. The essence of the subjective approach is to create special conditions aimed at personal self-development as a result of the functional restructuring of mental functions (relationships, value orientations, behaviors) through targeted impact on a conscious and misunderstood area in the learning process.

The development of subjectivity is determined by external (characteristics of a social situation) and internal (an internal position based on a value system that affects attitudes to reality, others, and self-esteem) factors. The subjective approach is directly related to the creative approach, since the formation of a subjective (personal) position is one of the main tasks of developing the linguistic and didactic thinking of future teachers based on a creative approach. The functional-semantic approach involves "the study of linguistic and didactic concepts, taking into account their interaction in a speech situation, and the assimilation of the specifics of the functioning of grammatical forms and structures in various educational situations." This approach is more appropriate when teaching a native language at school, when linguistic and speech concepts are considered in a speech situation.

It was decided to consider alternative approaches to the implementation of language training for students and analyze alternative approaches in the pedagogical practice of higher education.

An analysis of the current state of vocational training in higher education institutions has allowed us to identify the following approaches as alternatives. The procedural approach also takes into account the algorithms of linguodidactic actions when solving a linguodidactic problem situation..

The information-integrative approach involves taking into account the informatization of education and the integration of three approaches (personal, activity-based and creative) to the training of teaching staff in universities. This approach is consistent with the ideas of a creative approach to the development of students' linguistic and didactic thinking, since the methods of working with linguistic and didactic information also take into account all the listed components.

The innovative and creative approach is based on the formation of future teachers' skills to create new intellectual ideas (thoughts, theories, poems, paintings, etc.). In the creative approach being developed, we call it linguodidactic creativity.

Our analysis showed that the creative approach has a lot in common with modern approaches and ideas, interpreting different meanings in different ways from the point of view of creativity development, including the ideas of most modern approaches.

Thus, the creative approach can reasonably be considered a multifaceted approach that combines various elements of various approaches in a new way.

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