#### How to Cite:

Jabborova, D. (2021). Formation of students' creativity in the classroom of the Russian language. *Linguistics and Culture Review*, *5*(S1), 467-477. https://doi.org/10.37028/lingcure.v5nS1.1432

# Formation of Students' Creativity in the Classroom of the Russian Language

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**Abstract**—This article discusses the formation of students' creativity in a Russian language lesson in detail. Russian language teaching is carried out not only in literature classes, but also in any educational topic and outside the classroom, in free communication with students; live Russian is becoming a universal of school life. The basis for the formation of civic and cultural identity is the Russian language. Teaching is a complex, multi-component mobile system that is rebuilt depending on who needs to be taught what, for what. This is a system that requires the synthesis of all theoretical knowledge, the ability to analyze, and model the situation of communication in pedagogical practice.

**Keywords--**-ability, creativity, cultural identity, educational topic, formation of civic identity, formation of students, free communication, literature classes, mobile system, pedagogical practice, Russian language, situation of communication, students, synthesis, theoretical knowledge, universal of school life.

## Introduction

Among the variety of problems of improving higher education, of paramount importance in modern conditions is the improvement of the quality of training of specialists, the strengthening of relations between higher education and general education schools. Modern society is waiting for a teacher with a new worldview, a high level of professional pedagogical culture, capable of acting responsibly and outside the box in a changing educational environment, ready for innovative activities, constant pedagogical search, thanks to which a creative educational process becomes possible (Yuldasheva & Kadirova, 2020; Shchuklina et al., 2016).

Solving the problem of preparing such a teacher requires a revision of the usual strategy of vocational education, and in particular, approaches to organizing the

pedagogical practice of students - an important component of the professional training of a future teacher. In our opinion, it is possible to determine the content of students' activity during the practice period as follows - activity creates experience, experience is analyzed, personal knowledge is born, and all together they set personal growth (Shagiyeva, 2020; Aripova et al., 2020).

#### Method

For the formation of their own pedagogical experience, it is not enough just independent practical activity, but a constant analysis and comprehension of its results is necessary (Bakhtin, 2004; Tekucheva & Gromova, 2016). The form of activity, which in the course of practice allows you to acquire professional skills is experimental work, which contributes to the implementation of the connection "school-university". To develop the most effective methodology aimed at the formation and development of students' linguocreative abilities, we carried out a special cross-sectional work, which made it possible to diagnose the level of formation and development of students' linguocreative abilities. We had to solve the following tasks:

- Determine the extent to which students are able to detect acts of word creation in speech and create lexical innovations;
- To identify the level of formation and development of linguocreative abilities; find out how students master the main ways of word formation and are able to use these skills in various types of creative activity.

To implement the assigned tasks, we offered students creative tasks, drawn up during practical lessons on the methodology of the Russian language at the university, which were designed for practical knowledge of language skills. The system of proposed tasks included the following:

- In each row, underline a word that differs in the way of word formation from all the others: reader, tenant, reaper, special; sofa bed, major general, earthquake, Moscow river.
- Write in front of each "childish" word the model by which it is formed: salutes, heat meter, and descendant.

The work also included a number of tasks to help identify the "linguistic flair" of students: Correlate the cause and effect of the speech error:

One day an adventure happened to me.
 Each event in the play carries its own thoughts.
 Gagarin was glad that he was the first to see the Earth.
 Reasons: missing a word, repetition of words of the same root, verbosity.

We also offered productive creative tasks. Here is an example of such tasks and the options for students' answers:

• Try to form different parts of speech from the word curdled milk: curdled milk.

The task of identifying "children's" lexical innovations and replacing them with conventional synonyms aroused both interest and certain difficulties in the children:

Find and replace "childish" words with synonyms.
 Grandma made a buffet
 Stars are salutes
 Granulated sugar

The guys chose synonyms for most of the examples thanks to the transparent motivation of these lexical innovations, but the word turned out to be "irreplaceable" for sixth graders. Based on the results of this experiment, we received the following data:

- 23% of children completed the tasks with excellent marks.
- For "good" 31%.
- 35% received "satisfactory".
- Did not cope with the task 11%.

The children were especially challenged by the tasks related to the definition of the morphemic structure of the "new" words and the selection of synonyms for them. Taking into account the results of diagnostics and their analysis, we have developed a system of exercises aimed at:

- On the formation of the concept of "occasionalism" and "lexical innovation".
- To identify the author's neologisms in the text and determine their functions.
- On the development of "linguistic flair".
- To identify lexical errors and their causes.
- On the formation and development of skills of creation and analysis lexical innovations.

While developing a system of exercises, we tried to actualize and deepen the knowledge and skills acquired by students, to act and play 269 to endorse creative possibilities and achieve their most effective use. The proposed educational tasks are playful in nature, which is partly explained by the nature of word creation for children (experimental, playful, with a focus on humor), as well as by the fact that play is one of the most effective ways to optimize the educational process. Here are some examples of playful exercises. *Mini-quiz*. The class is divided into 2 - 3 teams. There are 50 nouns hidden in the word "truthfulness". Find them. The team with the most words win:

- *There is a joke: The decanter is the countess's husband.*
- Find a "pair" for the following items.
- Knife, pomegranate, kettle, buckwheat, fern.

Explain how funny interpretations of the following words came about:

- *Troubles applause.*
- Sour cream a woman-janitor.
- Horsefly sculptor.
- *Lollipop refrigerator.*

A special place in the experiment was taken by the method of working with a linguistic fairy tale, tested by students in the classroom on the topics of the section "Noun". Let us present the main provisions of our proposed methodology. A linguistic tale (LT) as one of the forms of popular presentation of information about language contributes to the development of broad cognitive motives in adolescence, since it is this age, according to psychologists, that is sensitive, favorable for the development of cognitive motives. Psychologists distinguish a number of stages – "reactions" to the novelty of the material: from the emotions of curiosity and later curiosity arising when confronted with entertaining material, to diligent emotional - cognitive attitude to the subject. Writing in the genre of drugs is a creative activity, by which we mean such a person's activity "which creates something new". When using a linguistic tale in Russian lessons, you need to take into account their genre originality and the following principles:

- The practical significance of the genre of linguistic fairy tales for students.
- Availability.
- Communication.
- Complicating the mental activity of students from working with a readymade text to independently compiling linguistic fairy tales; emotionality, entertainment.

The system of lessons in teaching writing essays in the genre of a linguistic fairy tale should be aimed at the formation of specific skills, including the ability to build a statement in two planes - literal and allegorical, the ability to design your speech activity, the ability to choose a plot in accordance with the content of theoretical material in the Russian language. When studying the topic "Noun", a linguistic tale can be used directly in the lessons of the Russian language. The exercises suggested by the students made it possible to speak about the need to work on the formation of linguistic and creative abilities among schoolchildren. At the moment, trainee students continue to work, creating exercises to identify and analyze the morphemic structure of lexical innovations (Godienko et al., 2017; Saydakhmetova, 2020).

# **Discussion**

The study of the development of creative abilities requires the identification of the conditions under which this process takes place, i.e. the developing environment. Some aspects of this problem have been studied in the context of research on "environmental pedagogy" (S.T. Shatsky), "social environment of the child" (P.P. Blonsky), "educational environment" (Ya.A. Komensky, J.J. Russo), I. G. Pestalozzi, D. Locke), "environment" (P. P. Blonsky, Z. N. Ginzburg, A. S.

Makarenko, S. M. Rives, V. N. Soroka-Rossinsky, S. T. Shatsky and others) (Shchitov et al., 2015; Khashimova et al., 2021).

However, primary school teachers do not take full advantage of the opportunities for creative development of students that are specific to the content of modern programs. The purpose is to theoretically substantiate and determine the pedagogical conditions for the development of creative abilities in the process of labor education. The task of forming civic (Russian) identification among secondary school students is a qualitatively new approach to teachers' civic consciousness, patriotism, tolerance of schoolchildren and responsibility for the traditional problems of developing their native language (Badalova, 2020; Solchanyk, 1982).

Collaboration with students can be built in two ways: the teacher invites students to come up with concepts close to this concept, then each presents the results of their work and a general series is formed, the analysis of the main shadows that distinguish each concept will be done; Together, in the process of discussion, a series of concepts that are close in meaning are created, written on the board, and each of the notebooks analyzes their semantic content (Petrova, 2019; Azimov, 2020).

It is important to teach the child not only to explain the meaning of a new word, but also to apply what has been learned in practice. This is aided by methods of using words - ready-made phrases and sentences that can be read and then written down. Teaching in Russian language classes should be based on the need to develop students' communication skills and abilities:

- Ability to understand the subject of the message, the logic of thinking.
- Obtain the necessary information (in whole or in part).
- To get into the meaning of the statement is to listen.
- Students' ability to read.
- Dialogue and monologue statement speaking skills.
- Ability to understand the subject and main idea of the statement.
- Planning, using different types of speech.
- Compose text in a specific style.
- Selection of language tools.
- Improve pronunciation write, speak.

Creating problem situations, shaping learning problems - helps to show the originality of thinking, a creative and meaningful approach to the acquisition of knowledge and skills. At the same time, the need for reading increases, the inner motivation of each child increases. When a problematic situation is resolved, a psychological state arises in the student performing the task, which requires new knowledge about the object or event, the method or conditions of performing the action (Kagan & Dillon, 2001; Ivygina et al., 2018).

If it is necessary to speed up the solution process or if the problem cannot be solved on its own, it is necessary to divide students into groups. Working in groups is very interesting for students because they get to know each other better,

learn to communicate taking into account the interests of a friend. The teacher can observe the students and conduct a mini-monitoring of the student's mental characteristics for himself (communicating in a micro-team, summarizing what is said, expressing his opinion, determining the level of ability to work) (Yusupova, 2016; Parry, 1967).

No student is left out in such classes. Even students who are inefficient and prefer to remain silent in class try to interfere in group work. Given the formation of a global educational movement, Russian language lessons require the teacher to competently structure the lesson using methods such as conversation, group work, and pair work. These methods help to increase the level of development of communicative universal learning movements. The formation of the student's universal educational actions can be ensured only as a result of the student's activity in the conditions of competition accompanied by the teacher with the help of technologies focused on individual conditions. Therefore, the development and introduction of educational technologies is becoming increasingly important (Ndyay et al., 2020; Raugh et al., 1977).

The communicative activity of the teacher in the teaching process plays a big role in the communication with the students. Communication ensures the interaction of people and includes not only the exchange of information, but also the achievements of a particular community: communication, cooperation (organization and implementation of joint activities), as well as interpersonal cognitive processes, including understanding the partner. Communicative actions allow students to consciously direct themselves to other people's positions (primarily a communication partner or activity), to listen and communicate, to participate in group discussions of problems, to join a group of peers. Building effective communication and collaboration with peers and adults. Two of the most important and broad skills that students need to master are directly related to the field of communicative action:

- Communication and interaction (communication), i.e. the ability to present and communicate in writing and orally, using the means of speech to discuss and argue one's position.
- Working in a group (team), i. e. establishing working relationships, collaborating effectively and encouraging effective collaboration.
- A lot can be said about teaching technologies. Each is good in its own way. I
  think any pedagogical technology should be reviewed by the teacher and
  colored with a creative, emotional approach to their work and a sincere love
  for children.
- Communicative UUD is formed in the following cases:
  - The student learns to answer questions.
  - The student learns to ask questions.
  - The student learns to conduct a dialogue.
  - Student learns to retell the plot.
  - Students are taught to listen; before that, the teacher usually says, "we listen carefully".

Interactive learning methods. "Interactive Learning" is viewed as "A way of cognition, carried out in the forms of joint activity of students". This is the essence of interactive methods, which consists in the fact that learning takes place in the interaction of all students and the teacher. Compared to other methods, interactive ones are focused on broader interaction of students not only with the teacher, but also with each other and on the dominance of students' activity in the learning process (Read et al., 1986; Yusuf, 2009; Glăveanu, 2018).

The activity of the teacher gives way to the activity of students, and the task of the teacher is to create conditions for their initiative. It regulates the educational process and is engaged in its general organization, determining the general direction (prepares the necessary tasks in advance and formulates questions or topics for discussion in groups), controlling the time and order of the planned work plan, giving consultations, explaining complex terms, helping in case serious difficulties. Thus, interactive methods include only those that are based on psychological mechanisms for enhancing the influence of the group on the process of mastering the experience of interaction and mutual learning by each participant (Beghetto, 2007; Altugan, 2015; Cox, 2004).

The method of discussion is the basic one in the system of interactive teaching methods, being included in each of them as a necessary component. At the same time, the discussion can also act as an independent method of interactive learning, represented by many modifications that differ in the ways of organizing the discussion process. During the discussion, opponents can either complement each other or oppose one another. In the first case, the qualities inherent in dialogue will be more manifested, in the second, the discussion will wear. Interactive model of teaching the nature of the dispute, i.e. defending their position. As a rule, both of these elements are present in a discussion (Lemay et al., 2021; Gîfu & Cioca, 2013; Tobbell & O'Donnell, 2013).

One of the options for conducting a group discussion is the round table method. The purpose of the method is to provide a free, unregulated discussion of the questions (topics) on the basis of setting all students in an equal position in relation to each other; systematic, problematic discussion of issues in order to see different aspects of the problem. Case methods - methods of teaching decision-making skills by analyzing specific practical problem situations. In our opinion, when considering situations directly in a practical lesson, the text set out on 1-2 pages can be used. A feature of this method is that it does not contain ready-made answers and solutions of a specialist to assist a client in getting out of a particular difficult life situation. This condition encourages the student to use the appropriate problem-solving algorithm, which contains: analysis of the stated information, identification of key problems, selection of alternative solutions and finding the optimal solution to the problem, assessment of all possible consequences associated with the decision-making.

It also forms the student's ability to present a model of practical action, which is an effective means of forming the professional qualities of a future specialist. Use of this method encourages students to conduct discussions on issues that do not have a single solution, the ability of students to reasonably substantiate their point of view. Thus, students develop the ability to navigate in new conditions, to combine the stock of existing knowledge and skills to find what is missing, the ability to find ways of the most effective solution to a specific problem (Anderson et al., 2007; Sawyer, 2017; Cavus & Al-Momani, 2011).

Within the framework of supervised independent work, students can analyze problem situations, which are a classic case - this is a text of 10-20 pages, containing at the end questions for students to which they answer after independent study. Mandatory requirement for the implementation of this type of case is the ability to apply theoretical knowledge to analyze a specific situation and the development of targeted practical recommendations by students for solving a specific problem situation. A feature of the solutions to problem situations is that they confront the student with contradictions and the need to find a way out of them, develop the mental capabilities of reasoning about what is the criterion for choosing these solutions and proofs (Gillies & Boyle, 2008; Narynov et al., 2020; Coombs, 2015). This level of knowledge can be solved only when foreign students master the tools of scientific research, the basis of which is continuous research work, to which they join both in the framework of work on course projects (from the second year), and in the framework of work in scientific circles and participation in scientific conferences (Bucy & Senne, 1971; Cheng et al., 2012; Bahramnejad et al., 2020).

By means of information technology is traditionally understood as software and hardware and devices operating on the basis of microprocessor technology, modern means and systems of telecommunications information exchange, audio and video equipment, etc., providing operations for the collection, production, accumulation, storage, processing and transfer of information (Biletska et al., 2021; Kondratska et al., 2021).

Information technology is a set of methods and means for collecting, storing, processing, transmitting and presenting information that expands the knowledge of people and developing their ability to manage technical and social processes. The concept of "information" includes both computer and telecommunication.

## Conclusion

Summing up the above, it should be noted that the use of innovative forms of education in the university education system leads to an increase in its quality in accordance with the needs of society and the individual, as well as established norms, requirements and standards. The use of innovative forms of education makes it possible to prepare a specialist who has not only theoretical knowledge, but also practical skills, competitive in the labor market, focused on the successful and effective solution of professional problems.

## **Acknowledgments**

Modern information technologies offer the following opportunities for use in the education system: e-mail, chat, forum, blog, website, electronic bulletin boards, electronic libraries, access to databases, voice mail, videos on different media, electronic textbooks on different media, broadcasting lectures and holding conferences using the Internet, etc.

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