



The Importance of Creative Methods and Technologies in the Socialization of Students

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ABSTRACT

This article is complex in terms of the scope of pedagogical activities aimed at studying the problems of socialization in the process of globalization today and finding positive solutions to them. Data on deviations and deviations from the norm, among which are focused on the most important areas of socio-pedagogical activity in the conduct of preventive work.

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INTRODUCTION

In the process of globalization, new tasks are emerging, such as the formation of a harmonious personality, the combination of education and life through the prevention of imbalances and various social deviations between education and the growing social needs of society. The interaction of categories such as "education and society", "education and the state", "education and the individual", "the state and the individual", the formation of a new generation of citizens, the definition of development strategies in the legal and regulatory documents there is a need to increase [2,134].

The scope of pedagogical activity aimed at studying the problems of socialization and finding positive solutions to them is complex, and it is organized in several directions. Ensuring that students adapt to social relationships, recognizing their vital position inside and outside the educational institution,

following deviations and deviations (inconsistency of behavior with existing social and ethical norms) in accordance with established procedures in society, as well as alcohol Prevention of alcohol and drug abuse among children and adolescents is an important area of socio-pedagogical activity [3,98] .

The analysis of different concepts of socialization allows it to be conditionally divided into two main approaches:

1. subjective-objective. It views man as a passive consumer of social influence (E. Durkheim, T. Parsons)
2. subjective-subjective. This implies the active role of man in the process of socialization, his ability to influence life situations.

The second approach is more in line with the current requirements of understanding the processes of society and social adaptation, as modern science socialization is determined by the development and change in the process of human assimilation of culture.

Classes based on a creative approach differ from traditional classes in a number of features:

- Classes begin with the clarification of students' learning objectives;
- The educational process is organized with a predetermined outcome;
- Each student works at a pace consistent with the characteristics of their activities;
- Each member of the team is frequently warned about the results achieved; the result achieved is integrated into the standard at each stage of education;
- The result is determined by the main learning objectives of students;
- The student who has fully mastered the material, moves on to the next topic;
- Education is repeated in similar conditions for students who have mastered below the standard;
- Begins with the realization of goals equal to the learning movement for the student;
- The student moves from the goals equal to the action to the intermediate goal - knowledge, from which the general learning goal;
- Going from an equal goal to a common learning goal provides a learning cycle;
- The final (control) assessment is issued after a thorough study of the course [2, 98].

The process of socialization is a continuous process that lasts throughout a person's life, i.e., a person is always in touch with society. The development of students' socialization can be achieved through the study of modern methods of socialization during the "Speaking in English" circle for 5th grade students of secondary schools on the subject of English.

One of the most basic skills to be developed in learning any foreign language is speaking it. Through speaking, it increases students' communication and leads to the development of qualities such as self-confidence, fluent speech, initiative, activism, which are important factors of socialization.

The circle lasts twice a week during the school year, on Tuesdays and Fridays in the afternoon, for 1.5 - 2 hours in free time. The circle is attended by an average of 15-20 students and is conducted using various interactive forms and methods. 5th graders who have just graduated from elementary school begin to feel like a high school student and have a different view of social life.

In the English language classes, special attention is paid to the socialization of students, increasing their activity [5,102].

Circle plan, training topics:

- Lesson 1. Meeting people
- Lesson 2. At breakfast
- Lesson 3. A coach journey
- Lesson 4. At the terminal / terminal building
- Lesson 5. In the wrong room
- Lesson 6. On the plane
- Lesson 7. The lost key
- Lesson 8. Keeping fit
- Lesson 9. Shopping in town
- Lesson 10. Planning a trip./ Travel planning
- Lesson 11. A day out
- Lesson 12. At Warwick Castle Lesson 13 In the tearoom
- Lesson 14. Shopping for souvenirs
- Lesson 15. A postcard to the family
- Lesson 16. A fashion parade / Fashion show
- Lesson 17. Money matters
- Lesson 18 A crisis
- Lesson 19.-A picnic / Picnic
- Lesson 20. The environment
- Lesson 21. Car trouble
- Lesson 22. A telephone call
- Lesson 23. Brave students
- Lesson 24. Fully booked / All tickets sold
- Lesson 25. A day in London / A day in London
- Lesson 26. A bit of culture
- Lesson 27. An interesting meeting
- Lesson 28. An evening at home
- Lesson 29. Visitors from Russia
- Lesson 30. Saving goodbye

The following cluster social work methods were widely used in the circle sessions:

Methods aimed at socialization

Social diagnostic methods: interview; monitoring; social survey; expertise; biographical method;	Social prevention methods: social treatment; sotsiodrama; support	Social control methods: social control; social guardianship; socio-medical care; social services
Methods of social rehabilitation: occupational therapy; group therapy; status change; the coming of the crisis		Socio-economic methods: privilege methods; compensation methods; social patronage; medical patronage; socio - economic
Social organizational methods: regulation; normalization; criticism; executive control	Social psychodiagnostics: intelligence and aptitude tests; personal surveys; project tests; picture tests; sociometry;	Social psychocorrection methods: game therapy; experience social psychological training; behavioral training;
Methods of psychological counseling empathic listening; interpretation; identification; facilitation; to put forward hypotheses		Methods of psychotherapy suggestion; self-confidence; rationalization; psychotanalysis; transaction analysis; group therapy; behavioral therapy; family psychotherapy

In order to increase the activity of students in the circle, it is advisable to use the following methods and techniques.

Creative exercise. This method is unique in that it is characterized by a deep understanding of the nature of the problem, an independent approach to its implementation, the selection of evidence, and the application and expansion of knowledge in the creative performance of the task given by the teacher.

The source of knowledge is the experience of previously acquired creative work, existing knowledge, observations, personal experience, read story, management of socially useful work.

Teacher's guidance is manifested in the following: ensuring the mastery of theoretical materials, expression of the topic, determining the nature of creative work, monitoring and analysis of their implementation, synthesis, pointing out and correcting errors. The student will be in the role of

facilitator or performer when working in a small group; learn from each other and appreciate different opinions, perspectives [9,148].

Problem method: for example: In an English class, an evening at home assignment is given in the form of a problem situation. It is necessary to analyze this task and make a quick decision. Or you can be given various problematic situations on the subject of Car trouble. This method teaches students to think fast and work in emergencies.

Round table method: a sheet of paper on which the task is written is held in a circle. Each student writes down their answer option and passes the sheet to the other student. When the answers are complete, there will be a discussion. Incorrect answers are deleted; students are graded based on the number of correct answers [8, 178].

For example:

1. Indicate the categories of verbs in English.
2. Describe the components of simple and straightforward sentence construction in English or
3. Present Indefinite (Simple) Define the components of Tenses.
4. List the character traits of a person in English and etc.

Three-stage interview: the group is divided into 3: "Teacher", "Student", "Expert". Each group plays these roles. The "Teacher" group should ask questions and assignments on the topic, the "Student" group should answer, and the "Expert" group should evaluate them. Expert 3 evaluates based on:

What was done right?]

What went wrong?]

How to do it?

This method teaches students to ask questions, communicate, check knowledge and skills, and evaluate objectively.

The "Pen in the middle of the table" method. The group is given a task. Each student writes their answer on a piece of paper, passes it to the neighbor, and puts his or her pen in the middle of the table. The student who does not know the answer passes the paper to the next one and takes the pen with him. A written paper with answer options is given to the teacher and discussed together. In this method, the teacher sees who is ready for the lesson and who is not.

For example: Identify human body parts in English or indicate their functions and basic features.

"Gallery" method. Small groups are offered a problem. As each group writes their thoughts for 10 minutes, they replace the answer sheets with the 2nd group. The next group should evaluate the answers of the previous group and fill in their own answer if the answer is incomplete.

Academic discussion. The group is divided into 2 teams, each of which is given a task related to the situation, for example: "teacher - student dialogue". At the same time, Group 1 analyzes the negative aspects of the dialogue - that is, prosecutors. Group 2 explains the positive aspects of the situation.

To discuss a situational assignment or role home, students should have an in-depth knowledge of the topic.

For example: Students will be asked to write in English which profession they want to pursue in the future. Once the answers are written, the sheets are hung on the board and discussed together.

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Aquarium method. 5 people will be selected from the group. They sit in the middle of the classroom - as if "fish", the rest are observers. A situation is offered to a small group. They should discuss this together, and observers should write down their correct or incorrect answers. First the "fish" version is given, and then the observers offer their own versions. The author of the best version goes to a small group instead of the reader who did not offer his version.

"What, when, where" game. The teacher asks pre-prepared questions, which students discuss and answer for 1 minute. If the answers are not satisfactory, other students sit at the table. Students develop discussion skills.

Black Box Competition. The teacher prepares cards with assignment options written on them. Students take cards at their own risk. The answers to the questions will be given in writing. The problems that students solve on the basis of this method are realized by analyzing the specific situation, the cause of the problems is determined along the way.

"Who's more? Who is faster" contest. A reader who wants a number of questions will be answered in a minute. The expert will list the correct answers.

Problem-based learning methods. The task of problem-based learning is to encourage active learning and to shape thinking.

Problem-based learning is consistent with the goals of educating a creatively active individual. In the process of problem-based learning, the learner grows more and more in relation to the reproductive forms of independent learning. There are various definitions and recommendations for problem-based teaching in modern pedagogy. A complete and thematic description is given by M.I. Makhmutov, in which problem-based learning is interpreted as a system of laws (problem situation, interest and demand for knowledge), the rules of application of teaching and learning methods, taking into account the measures of logical thinking (analysis, generalization) [5,138].

The essence of problem-based learning is the teacher's management of students' cognitive activity in the acquisition of new knowledge by creating a problem situation in the learning process and solving learning tasks, problems and questions. This is the basis of any acquisition of knowledge, certain laws of human activity, the development of the individual and the principles and rules of pedagogical science formed on their basis. An important stage of students' mental activity in the process of solving a learning problem is to invent or hypothesize a way to solve it and to substantiate the hypothesis.

Students' creative and exploratory learning activities in problem-based learning When a problem situation arises, students express the problem in the lesson, i.e., the word itself expresses the nature of the cognitive difficulty (i.e., what is known to him at the moment), then seeks ways to solve the problem. advances assumptions. Students base one of the assumptions they find to be true as a hypothesis and prove it, and the research is completed after the problem or task has been completed. In

a learning environment, a person's mental, emotional, and emotional state serves as a unique motivation for him to think and mentally orient [9,150] .

The problem situation arises in a specific teaching environment that is purposefully organized in certain pedagogical tools. It is a state of mental tension in which the goals of knowledge are specifically required. At the heart of such a situation are traces of previously acquired knowledge and methods of mental and practical action to solve a new emerging task.

A five-minute essay. This type of written assignment helps students to express their independent opinions on a topic and allows the teacher to think about which aspects their students will pay more attention to as they become familiar with the learning material. Specifically, students are asked to complete the following two tasks: to state independently what they have learned on the topic, and to ask one question that they have not yet received an answer to.

Writing a text based on concepts. This method is one of the independent works of the cognitive-research type, which requires a variety of logical actions: analysis and generalization, comparison of facts and events, identification of commonalities and differences, separation of primary and secondary features, disclosure of cause-and-effect relationships and so on. Often students are confronted with unfamiliar events, new materials, and a problematic situation that requires them to acquire new knowledge and find ways to solve a learning problem.

Rules of application of this method:

Initially, the teacher announces a new topic. After he gives a brief description of the topic, he separates the concepts related to the topic and presents them to the audience. Performs one of them as an example.

Students then compose a text independently based on the concepts, using a basic outline.

For example, on the topic of "Plans for the summer holidays":

- 1) Traveling -travel;
- 2) Rest in camps - rest in camps;
- 3) go to visit friends;
- 4) at home playing for younger brothers - playing with brothers at home;

For example, a practical training on "Animal world" is being conducted. Initially, the teacher writes the names of the animals on the board in a confused way. He then asks students to classify the animals into verbal, visual, and practical methods, depending on which group they belong to.

1. cow
2. ostrich
3. sheep
4. leopard
5. chicken
6. duck
7. camel

8. goat
9. giraffe
10. lion
11. horse
12. panther

Pet animals	Wild animal	Birds
1, 3, 5, 6, 11	2, 4, 7, 9, 10	2, 5, 6,

Free writing. Students can be asked to write down everything they can think of on the topic of “My Hobby” in five minutes without stopping. At the end of five minutes (note, announce that five minutes are over and give yourself another minute to complete the work, since interesting ideas are usually born in crisis situations) you can invite them to read their writing to their partners.

At this stage, the teacher will have many opportunities at his disposal. For example, couples can be invited to share their thoughts with the whole group and create a group-mental attack situation [6,156].

Curriculum. The greatest emphasis in the curriculum is on developing students' creative abilities. It is a creative project that allows students to express themselves. Creative projects also develop students' creative abilities by allowing them to increase their status in the group, self-assessment. Any creative work requires its presentation and feedback from the audience. That is why creative projects also have a great impact on the development of communicative competence in students.

The development of creative skills also takes place during playful or role-playing projects. The main goal of such a project is to expand the coverage of participants in the problem-solving process. To achieve this, it is necessary not only to search for information or create a work of art, but also to organize the activities of others, to involve them in work, to make the work interesting for everyone. The use of play and role-playing projects in relation to the age characteristics of general secondary school students is particularly effective.

In general, the use of different types of educational projects allows increasing students' interest in learning, to solve various educational problems.

Another important aspect of training projects is that they are reflected in the creation of some product. Creative projects often end with the creation of works of art of various genres or the holding of creative events. Practical-oriented projects, as a rule, are completed in the form of material products, sometimes in the form of events or in the form of written instructions, recommendations. Research projects create articles, models or layouts, presentations.

The end result of informational descriptive learning projects is presented in the form of an information-oriented product that students can post on paper or on the Internet. Playful and role-playing projects are almost always manifested in the form of organizing and conducting events.

In the process of using educational projects, both individual and group activities of students are organized. Clear criteria and evaluation criteria should be followed in the evaluation of educational projects. The general criteria for the evaluation of educational projects can be defined as follows:

- highlight the urgency and importance of the problem;
- Full coverage of the problem;

- Originality in solving the problem;
- Artistry and brilliance of expression;
- Access to information technology;
- be able to answer questions about the project.

Based on these general criteria, it is expedient to formulate standards on a five-point scale:

Grade "5": if the student's work fully corresponds to the topic of the project; if the problem is fully covered; if the evidence is correct; if the problem is stated in a consistent, specific sequence; speech is fluent and is set in the absence of stylistic and spelling errors.

Grade "4": if the student's work fully corresponds to the theme of the project; if the evidence is correct; if the problem is described in a coherent, sequential manner; if the text has a clear and vivid expression, it is placed if there are one or two minor shortcomings in the work.

Grade "3": if the student has deviated slightly from the project problem in some places; if some evidence in the project is insufficient; in some cases, the sequence of project description is violated; if there is some ambiguity in the text and the speech does not have a bright expression, as well as if the text is composed of short and incomplete sentences [1,138].

The pedagogical game performs the following functions:

- To form a cycle of mental activity in students;
- To strengthen the knowledge of the subconscious and to develop the ability to apply it in practice;
- the activity of the future specialist in the game is not only the organization of a certain behavior attempt, but also the development of didactic rules aimed at the implementation of knowledge;
- to bring the educational activity of students closer to the scope and structure of future professional activity during the period of education.

Art technology. This technology creates conditions for creativity, development, self-confidence and freedom. Art (art) is able to restore students' inner strength, support and even accelerate their overall and intellectual development, ensure emotional stability, unite the mind and body of the thinking person. In fact, it is impossible to be a teacher who has not tried the power of fairy tales, art writing, drawing, modeling, play, and music, staged in English class circles. Most importantly, it creates opportunities such as awakening the imagination, developing figurative thinking, creating a living state of the material being studied, shaping the mobility of the person

Art technology is a technology aimed at developing intellectual activity through artistic creation. In fact, it is an educational process aimed at teaching students the simplest general education programs. Students aim to become professionals in the field and learn to easily understand all types of art (theater, painting, dance, music).

Art helps to study complex teaching materials. In solving a cognitive problem, the student chooses, in whole or in part, the ways in which he or she will perform his or her role according to certain rules of the game. At the same time, he will have enough freedom to improvise, invent, choose, guess, predict.

Art classes often ask "what if?" according to the algorithm: ".Students can communicate, help each other, think, listen to their inner voices, and express themselves.

Although three variants of art (art) classes are clearly defined: entry into the same art form, when teachers and students act in accordance with the laws of the genre; introduction of elements of art as a means of the teacher's activity; the use of individual elements of different genres and types of art as methods of organizing students' cognitive activities. Determines the laws of the selected genre and the structure of the art lesson. Examples of art lessons: theatrical lesson, psychodrama lesson, simulation lesson, cultural dialogue lesson, field trip, drawing lessons, educational games.

Classes based on art technology bring great spiritual satisfaction. Changing roles, functions, communication styles significantly activates students' backup capabilities. A teacher who uses art technology in the classroom has the ability to move to a level of personal-oriented, communicative-oriented learning in his or her teaching activities, which increases the effectiveness of the learning process [11,127].

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