# THE ROLE OF AN ENGLISH TEACHER IN THE DEVELOPMENT OF CREATIVE THINKING AND CREATIVE ABILITIES OF STUDENTS

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## Annotation

Modern requirements for the educational process have increased, modern realities dictate new approaches to the educational process.
In this article highlights of the role of an English teacher in the development of creative thinking and creative abilities of students.

**Keywords**: English teacher, creative thinking, creative ability, modern education, innovative educational methods, innovative approach, pedagogic skill.

## Introduction

Just as it is impossible to overestimate the role of personality in history, so it is impossible to underestimate the role of a teacher in teaching a foreign language. The learning process is a two-way process. Both participants in the process: both the teacher and the student are equally responsible for the result. And the role of the teacher in the organization of the learning process itself is great. Modern requirements for teaching a foreign language put the interests and needs of the student at the forefront, making the learning process more and more "student-centered", and this is correct. In each case, we must take into account the needs of the target audience, but one of the needs of students is the desire to have a mentor of such a teacher who could make the learning process accessible, entertaining, effective, motivated, and ultimately ensure success in mastering a foreign language.

The question of how to make learning a foreign language more effective finds different answers, depending on who answers it. It is possible to change the approach to learning itself, for example, to apply the competence-activity approach that dominates education now. You can also change the content of the training itself, giving it a modern applied or communicative character.

But no matter what is invented in an attempt to improve the process of learning foreign languages, it is up to those who are one of the two central

figures of the learning process - a teacher, a teacher who knows the technological side of learning, i.e. the art of teaching a foreign language, to implement these approaches and techniques.

The high growth of information technologies leads to the fact that the "object" of the educational process itself rises to one level of the relationship between the teacher and the student, that is, "subject-subject" relations arise, and not "subject-object" relations as it was before. The student becomes not just an object of the teacher's influence on him, but also a full-fledged subject of pedagogical interaction. In this capacity, the student gets the maximum effect from the learning process.

When conducting traditional lessons, students are offered a ready-made educational situation, the topic of the lesson is voiced. With the introduction, the situation changes: now the student is a full-fledged participant in the pedagogical process and he needs to independently determine the topic of the lesson and the educational task with the help of the teacher's prompts. Within the framework of traditional methods and methods of pedagogical activity, it is not always possible to motivate students to learn a foreign language, since modern children are rapidly developing children and often the usual traditional lesson does not arouse their interest. "A lesson is the main form of organization of the pedagogical process, in which the teacher directs the collective cognitive and other activities of a permanent group of students (class) for a precisely set time, taking into account the characteristics of each of them; using types, means and methods of work that create favorable conditions for all students to master the basics of the subject being studied directly in in the process of learning, as well as for the education and development of cognitive abilities and spiritual powers of student."

The technology of developing critical thinking meets the requirements for personality in the modern world, contributes to the organization of creatively interesting lessons. Today, a graduate of the 21st century school should:

- be able to acquire knowledge independently;
- apply them in practice to solve a variety of problems;
- think critically independently, look for rational ways to solve problems;
- work with various information, analyze, generalize, argue;
- be sociable, contact in various social groups, flexible in changing life situations.

In order to make the subject interesting, to teach without coercion, and most importantly to develop successfully, the student and teacher in the educational process need to think critically outside the box. "Thinking is the process of cognitive activity of an individual inextricably linked with speech, characterized by a purposeful, generalized and indirect reflection of the surrounding reality, aimed at finding and discovering new things."

Thinking is necessary only in situations where a new goal arises, and the old means are no longer sufficient to achieve it. Such situations are called problematic. A problematic situation is an uncertain situation that forces us to look for new solutions, that is, thinking is searching and discovering new things. There are three main approaches in the pedagogy of thinking:

1) the child's thinking develops by itself, at a time when the student is mastering knowledge at school, and the teacher helps him in this.

2) thinking needs to be developed specifically, up to the creation of a special subject for the development of thinking.

3) it is necessary to develop thinking "on the job", that is, in the student's environment: at school and at home.

Critical thinking is a type of thinking that helps to treat any statements outside the box, helps to cope with the constantly changing information flow. In other words, this type of thinking allows students to process information, systematize, express their thoughts quickly and clearly, and also develops the ability to independently engage in their learning and interact constructively with other people. This is one of the new educational technologies that appeared in the mid-90s of the 20th century. In English, this term means the ability to reflect on how a person obtains knowledge. Critical thinking allows you to work effectively with information, which means it is important to first teach how to work with it. In the modern period of expansion of the information space, the formation of critical thinking is especially important. The social order of modern society suggests that the younger generation should have the thinking and qualities necessary not only in educational activities, but also in everyday life. One of the main criteria of this technology is reflection.

The ability to draw a line, consciously passing through information and comprehending, to make a clear, correct, and often creative (as it is now

customary to express - creative) decision - all this well characterizes a successful person of the 21st century.

The technology of critical thinking contributes to the formation of a creatively developed personality that independently navigates the educational space under the guidance of a teacher. Thus, the technology of critical thinking meets the goals of modern education:

- general cultural, personal and cognitive development of students, providing the key competence of education

- "teach to learn" and provides practical implementation of a personality-oriented approach. For modern pedagogy, the technology of developing critical thinking is new, although many of its elements have been used for a very long time, it's just that many of these concepts had a different name. For example, generalization of knowledge is reflection, and motivation is a challenge. The technology of critical thinking development is aimed at independent decision-making and the choice of direction in the study of the topic.

Critical thinking has 5 characteristics:

First of all, it is independent thinking

Secondly, this is generalized thinking;

Thirdly, this is problematic and evaluative thinking

Fourth, this is reasoned thinking;

Fifthly, this is social thinking.

This technology is based on the three-phase structure of the lesson:

Phase I: Challenge (awakening of existing knowledge)

Phase II: Implementation (comprehension)

Phase III: Reflection

At the challenge stage, students are motivated for further work, as well as activation ("challenge") of existing knowledge on a given topic, which must also be determined first. A situation of challenge can be created by a teacher with a skillfully asked question. The student remembers the information that he knows about this topic, makes assumptions and notes the questions that he would like to get an answer to. The following techniques are often used at the challenge stage: ▢ "Right or wrong statement" (in the form of a tic-tac-toe game)

- Problematic issues;
- "Thick and thin" questions;
- The story is an assumption based on keywords;
- Confused logical chains;
- Clusters;
- Table.

At the stage of comprehension, the student directly works with information that comes in different forms: when watching a movie, reading a text, in the process of presenting information by a teacher. While working with information, students answer questions that have arisen at the challenge stage, note new goals and objectives, correlate existing knowledge with new knowledge, form their own position and systematization of the acquired knowledge. An important criterion for the development of critical thinking at this stage is to track your understanding when working with new material.

At the stage of comprehension, the following techniques are often used:

- Methods of active reading: "Insert", "Fishbone", "Conceptual wheel", "Reading with stops", "Prediction tree".

- Keeping various records: "logbook"; "plot table", etc.

Search for answers to the questions posed in the first part of the lesson. At the stage of reflection, the final comprehension and generalization of the information received takes place. It is at the stage of reflection that students express the information received in their own words. The word reflection came into Uzbek from English - "reflection" and is synonymous with words such as "feedback", "self-assessment and introspection". Another important task of reflection is the exchange of ideas between students.

In this regard, the training of a future teacher, in particular a teacher of a foreign language, in the organization of vocational training is based on the use of modern knowledge, techniques and innovative technologies. A foreign language teacher, in addition to having foreign language communicative competence, must have professional and general cultural competence. Knowledge of a foreign language is in demand in the labor market, therefore, the training of specialists in the field of pedagogical education, namely in the field of teaching foreign languages, is of particular importance.

In the process of discussion (dialogue), students express their own point of view and complement each other, thereby correcting their own opinion. Thus, it is advisable to apply individual and group techniques for the development of critical thinking at the stage of reflection. Techniques used at the stage of reflection:

- Summary (I realized that ...).
- "Cinquain"
- Return to keywords
- "Letter in a circle"
- Various types of discussions
- Writing creative works

Research on selected issues: The role of the teacher in development technology:

- Directs the efforts of students in a certain direction; ⬚ Collides different judgments;
- Creates conditions that encourage independent decision-making;
- Gives students the opportunity to draw their own conclusions;
- Prepares new cognitive situations within existing ones.

The role of the teacher is that by organizing the process of teaching a foreign language, talking on various topics, stimulating communication of students, he tries to instill in them those moral qualities that are somehow related to the content of the material read and discussed in the classroom. The teacher strives to develop in students a sense of responsibility, respect for people around them, a conscientious attitude to work, to foster a sense of pride in their country, people, their culture and language, and at the same time - a positive attitude to foreign culture.

The educational possibilities of the subject, in addition to the content side, are contained in the methodological system of teaching and in the personality of the teacher and his behavior. It is quite clear that the mere inclusion of a text with educational capabilities in a textbook does not yet have the desired effect. We need both an appropriate interpretation of it, and an appropriate attitude of the teacher to it. It is the teacher and his professional qualities (the ability to plan a lesson, creatively approach the organization of communication, the ability to objectively evaluate and comment on the

evaluation of the student's response, select interesting material and tasks) that allow you to direct the educational process in the right direction.

Summing up all of the above in this article, we can conclude that the technology of developing critical thinking consists of creative techniques that make the lesson interesting, give a powerful message to students to study the subject. The ability to work independently with information, to think outside the box, that is, to think critically, allows you to become a person who wants to study throughout his life and treat his education responsibly.

Thus, modern teaching of foreign languages requires significant changes in the requirements for both professional competencies and personal characteristics of a foreign language teacher, related both to reforms in the field of education in general and to a change in the paradigm of foreign language education.

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