

To Develop Creativity In Teaching Business Students

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Abstract

In this given article teacher and student relationship is widely discussed. The more rigorously the theoretical knowledge is expressed in the teaching and the student's thinking will be clear and grow the higher the level of conscious mastery of the learning materials. The current process of reforming the education system requires young people to think independently and strive for independent learning. As a result, the learning process becomes more creative. In such a situation, the teacher should pay attention to the student's attitude to the lesson and how to behave in the process. Young people's desire to learn is a necessary and logical part of the educational process. Therefore, effective education depends on the teacher's consistent and regular interest in learning. To do this, the teacher must accustom them to a creative approach to learning, independence, diligence. This article discusses creativity of teacher to teach Business English.

Key words; educational process, teacher, student, creativity, vocabulary, teaching.

Introduction

The educational process is essentially a process between the participants the learner (pupil, student, follower) and the teacher (teacher, tutor) is an active attitude based on purpose. the teacher and the student is the center of all social relations, the point of intersection, so the teacher and student is the point of intersection of all kinds of didactic relations. Therefore, when discussing the purpose of education, it's content, methods, tools, and their interrelationships, we have always encountered the issues of student-teacher relations. For example, the purpose of education, first of all, raises the question of who and what kind of person to cultivate. Who is this person? She is a student and will have a career in the future! Who cultivates it? He is a teacher! How should they treat each other? We note that there are two different approaches to this (in relation to the method of teaching) and that each of these approaches is unique. One of them a knowledgeable, passive performer and the next one is to train an active, creative entrepreneur with independent creative thinking. Indeed, the student-teacher relationship is both the starting point and the end result of the central problem of the educational process.

It is well known that professional experience is reflected as an integration of knowledge, skills and competencies. However, the acquisition of professional skills requires not only the integration of practical skills and abilities, the development of methods and tools for effective organization of activities as a specialist, but also awareness of the methodology of professional

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creativity, development of creative thinking and adequate mastery of creative personal qualities reaches. The formation of a creative personality can be defined as the development of an individual in terms of creative activity and the creation of creative products that are performed in a mutually compatible manner. The speed and scope of this process depends on biological and social factors, the activity and creative qualities of the individual, as well as the existing conditions, vital and professionally conditioned events. In modern conditions, it is necessary for a teacher to have creative qualities.

Recently, in the education system, special attention is paid to the formation of creative qualities in students and students. Many students have lost interest in learning. As a result, teachers are no longer thinking of organizing professional activities with the same enthusiasm as before. Education authorities are reluctant to teach students who are reluctant to teach, to form and develop critical, creative thinking in students, to force them to think creatively, to come up with new ideas, to change the attitude to education, will be a key factor in motivating them to succeed. A factor that is lacking in learning is creativity. The process of developing creative qualities in a person. In order to fully understand the general essence of "creativity" it is necessary to understand the meaning of the concept. According to (Robinson.K, 2011), "creativity is a set of original ideas that have their own value." (Gardner.H, 1989) explains the concept in his research: "Creativity is a practical action performed by an individual, which must reflect a certain innovation and have a certain practical value". According to (Drapeau.P, 2014), creative thinking is, first and foremost, comprehensive thinking on a particular issue. Comprehensive thinking is a learning task, problem and from students requires relying on many ideas in the performance of their duties. In contrast, one-sided thinking is based on a single correct idea. There is no denying one-sided and multi-faceted thinking on the issue in observation. Consequently, one-sided and all-round thinking plays an equally important role in shaping creativity. That is, in completing the task, the student seeks several options for solving the problem (multi-faceted thinking) and then stops at only one correct solution that guarantees the most optimal result (one-sided thinking). Education in creative environment students who receive it gradually develop an interest in performing creative tasks and also tend to think creatively as a result of observing a teacher with creative thinking (Sternberg & Williams, 1996). A learning environment of a creative nature leads to the development in students of critical and creative thinking skills, which are of great importance in the educational process (Boykin & Noguera, 2011, 2012; Jensen, 2013)

Materials and methods; Purpose and content of teaching vocabulary

A methodology for working on practical vocabulary is developed, taking into account the objectives of the lexis of a foreign language. There are practical, educational, pedagogical, developmental goals for working on Business English vocabulary. The purpose of teaching vocabulary is to play a key role in teaching the types of speech activities. There is one problematic situation, ESP teaching, economic students is more different than ESL students. With its help, the process of communication is formed and the remaining types of speech activities are developed. Teaching lexical materials is carried out in 3 stages.

Phase 1; acquaintance with a new word;

Phase 2; focuses on the use of familiar vocabulary in the speech process, i.e. this is the period of initial consolidation of the material;

Phase 3; The studied word is mastered in the form of skills and abilities in the types of speech activities.

These steps, which are performed on the basis of lexical units, can be called a simpler acquaintance, practice and application.

At the stage of acquaintance, the form and meaning of the word are expressed. There are traditional and functional methods of teaching foreign language vocabulary. The meaning of a word is expressed in the traditional way, in the functional method it is not a special stage. To make it easier to learn vocabulary, it is better to explain new words in a foreign language with corresponding words in the native language. As the first important part in this case;

1. Educational process, stage and level of knowledge of the teacher;
2. Presented form of a new word (hearing or reading comprehension);
3. Place of introduction of the new unit (lessons, dictionary, etc.);

To get result, we decided to do experiment with group who has got lack of Business vocabulary. Firstly, we begin to work choosing material and methods for teaching.

Beginning part in this case; We will use the Brainstorming method at the beginning of the lesson. The purpose of this method is to determine the initial knowledge of the learners by the educator. this method is implemented in the introductory part of the lesson is increased.

At the beginning of the lesson, students' opinions on the topic are introduced;

Teacher; what is "Negotiation", do you heard this word before?

Students should give their opinion about it, without looking dictionary.

Teacher; good, Who can give me key tools of "Negotiation"?

Students try to give definitions.

Teacher; for today we'll discuss about "Negotiation" and key tools. Let's learn the interesting facts and details of the lesson

Students should answer and participate in discussion; in this situation we think to use "Brainstorming" is more effective. Basic rules for using the method of "Brainstorming":

1. Opinions expressed are not discussed or evaluated.
2. Any ideas expressed, even if they are not correct, will be taken into account.
3. Every student must attend.

Teacher collected all opinions of students in the class and move to the next stage.

2-stage to work with new vocabulary; Teacher should divide group into mini groups

In the main part of the lesson we will use the method of "Working in small groups".

When this method is used, the learner has the right to work in small groups, to take an active part in the lesson, to take the lead, to learn from each other and to appreciate different perspectives. When using the "work in small groups" method, the educator is able to save more time than other interactive methods. Because the educator is able to engage and evaluate all learners on the topic at the same time.

Small groups are marked. Learners can be divided into groups of 3-4 people.

1. Small groups begin to complete the task.
2. Clear instructions are given and directed by the teacher.
3. Small groups make presentations.
4. Completed assignments are discussed and analyzed.

In this stage, they should work new words with text about "Negotiation". Teacher work with board and write words there but she / he doesn't give native language equivalents. She / he should give explanation in English more easy word, students should understand themselves, next to check their understanding, to work with card (to write 5-7 new word of the lesson and task for

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it), students are divided into mini groups and teacher should give some minutes. Students will make up sentences or quizzes, puzzles (it depends on teacher creativity).

3-stage working with text; teacher continue working with mini groups Teacher divides text to mini groups

Leaders are appointed in groups. They study the text for a while and then the appointed leaders take turns speaking on the topic. The rest of the group will fill in the information. The concepts are then examined in general. It is intended to teach large volumes of text more easily and quickly.

Advantages of the method "**Working in small groups**":

- leads to better mastery of teaching content;
- leads to the improvement of communication skills;
- time saving;
- all learners are involved;

4-stage to check understanding of new vocabulary and text Teacher checks students memory and understanding of topic

This case, we recommend "Cluster" method;

The cluster method is a specific form of pedagogical, didactic strategy that helps learners to think freely and openly about voluntary problems (topics) and to express ideas freely. This method requires the identification of a structure that allows the connections between different ideas to be thought through. The "cluster" method is a form of thinking that is not focused on a specific object. Its use is associated with the principle of functioning of the human brain. This method serves to ensure that the thinking activity is consistent until the learner has mastered a particular topic in depth and thoroughly. In group-based activities, this method is presented as a set of ideas expressed by group members. This allows each member of the group to harmonize the ideas put forward and find connections between them. Cluster implementation technology:

Step 1. Write down what think. Instead of worrying about quality, just write them down.

Step 2. Ignore spelling or other aspects of writing.

Step 3. Keep writing until the deadline expires. If you can't think of an idea for a while, then start drawing something on a piece of paper. Keep rehearsing it until you can say it with conviction and confidence.

Step 4. Try to come up with as many new ideas as possible within a particular concept and show the interrelationships and connections between those ideas. Don't limit yourself to showing the quality of the foyer set and the connections between them.

The Cluster method, developed in accordance with the style and the idea of style, is a well-thought-out strategy that can be used with students individually or in groups. The cluster method can be used to check the vocabulary learned and memorized from the above topic. It is useful to use the cluster method. The aim is to equate students' interest in the lesson. Using the above-mentioned cluster method, we will continue the process by selecting one candidate from each group and applying the basic lexical concept to the center, for example; (students should write words in spaces)

They discuss the ready-made clusters they have created with their teammates.

Results

We will explore the role of vocabulary in the development of speech activity and a number of techniques for teaching and memorizing it. Students with creative thinking:

- expresses ideas that other students have not come up with;

- chooses a unique way of expressing themselves;
- sometimes asks irrelevant or unusual questions;
- enjoys tasks that remain open;
- prefers to discuss ideas on the basis of concrete evidence;
- chooses an unconventional approach to finding a solution to the problem.

Whether the teacher has creative ability or vice versa, but to organize lessons in the spirit of creativity, new should strive to test ideas in the learning process. According to the "Creativity Roadmap", the teacher moves in the following four directions, and the actions in them are the signs of creativity of teachers (Patti Drepreau, 2014):

- 1) demonstrate creative thinking skills;
- 2) to teach students to study subjects with interest use of incentive strategies (methods and tools);
- 3) innovative approach and pedagogical issues creative approach to finding a solution;
- 4) expected result.

Thus, these steps are repeated in each lesson. In this way, students spend more time in class on practical work, communication, and project work, without wasting time on unnecessary discussions, re-listening to unnecessary and pre-determined material. They acquire skills such as the ability to distinguish information, work independently, apply theoretical knowledge in practice. The purpose of using the methods is to encourage the learner to actively participate. The learner is involved throughout the process. The benefits of a student-centered approach to the learning center include:

- higher learning outcomes;
- high level of student motivation;
- taking into account previously acquired knowledge;
- adapting the learning process to the goals and needs of the learner;
- support for student initiative and responsibility;
- practical learning;
- Facilitate bilateral discussions.

Analyzing results, it can be said that the experiment was successful. Students participation shows these results;

Experiment /students/marks	5		4		3		2			
Till the experience	21	2	9,5%	7	33,3%	9	42,86%	3	14,29%	3,38
After the experience	21	4	19,05 %	10	47,62%	5	23,81%	2	9,52%	3,76

$$Y_{1b} = \frac{1}{n} \sum_{i=1}^4 y_i n_i = \frac{1}{21} (5 * 2 + 4 * 7 + 3 * 9 + 2 * 3) = 3.38$$

$$Y_{1a} = \frac{1}{n} \sum_{i=1}^4 y_i n_i = \frac{1}{21} (5 * 4 + 4 * 10 + 3 * 5 + 2 * 2) = 3.76$$

The application of the principles of implementation of the developed methodological support and the methods of teaching and working with students introduced into the educational process, as a result of experimental work;

- a) increase the dynamics of student activity during the lessons;

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- (b) a decrease in students' reading and speaking errors and an increase in the pace of speech;
- (c) an increase in the level of mastery of more complex language and speech, reading materials; the dynamics of the growth of students' enthusiasm in the performance of assigned tasks;
- d) It was found that students' knowledge skills were higher in the experimental groups than in the control groups.

The positive dynamics of these indicators indicate that students in the experimental group improve their speaking and reading skills, as well as increase student activity in the classroom, which increases the effectiveness of the lessons. In turn, demonstrates and confirms that the experimental materials provided served to achieve the desired results.

Discussion

We will explore the role of vocabulary in the development of speech activity and a number of techniques for teaching and memorizing it. Vocabulary of practical English is not taught as a separate subject in higher education, so it is absorbed in the classroom. Because it plays a key role in communicating and developing speaking skills. It is impossible to imagine language teaching without vocabulary. There are emotional (external) and spiritual (internal) aspects of the word. (Jalolov.J. 2012, 10-22 pp) We see (read) and hear (listen) using our senses of sight and hearing. We can say it (speech through the sense of movement) and write it (through the sense of movement). When a word is written or spoken, it can be seen or heard. When we say the inner (spiritual) aspect of a word, we mean the meaning and the concept. Meaning refers to the thing or event that it represents. Concept, on the other hand, is a form of thinking that reflects the essential features of an object and an event. Concept comparison, analysis, abstraction, synthesis, generalization formed due to logical methods such as. Four forms of speech are studied – sound (phonetics), spelling (graphics), structure (lexicology) and grammar (morphology). When classifying words from different points of view: in the lexico-grammatical category (word groups), according to the methods of word formation (simple, compound, artificial), according to the function (independent and auxiliary), group of topics and terms, semantic scope, etc. The external world is formed in the human mind in the form of objects and words. As a second signal system, the word evokes the image of an object and an event. The main purpose of learning vocabulary is to teach students foreign language skills. There are three stages to mastering lexical material. The first stage begins with the introduction of a new word, the second stage focuses on the application of familiar vocabulary in the speech process, that is, the initial consolidation of the material, and the third stage is the study of the spoken word skills and competencies. These steps in lexical unit work can be compared to methods: familiarization, practice, and application.

The educator does not become creative on his own. His creative ability is formed through consistent learning, self-study over a period of time, and he gradually improves and develops. As in any profession, the foundation is laid during the student years for the creative abilities of future educators and is consistently developed in the organization of professional activities. In this case, it is important that the teacher is self-directed to creative activity and is able to effectively organize this activity. In the organization of creative activity, the teacher should pay special attention to solving problems, analyzing problem situations, as well as creating creative products of a pedagogical nature. When solving problems and situations, the educator's creative approach to finding a solution to the problem contributes to the development of emotional and volitional qualities in him. By posing problematic issues, the educator is confronted with evidence that contradicts his or her existing

knowledge and life experiences. As a result, there is a need to work on oneself, to study independently. Exercises aimed at the formation of creativity in the individual it should not consist only of assignments, exercises, or tasks of an entertaining nature. Rather, all assignments, exercises, and tasks assigned to students should meet existing state educational standards, enabling students to fully demonstrate their knowledge, skills, and competencies. In the classroom, teachers should be able to become individuals who encourage independent learning by gradually releasing students from responsibility (Fisher & Frey, 2008 42-46 pp).

To describe the level of education, the American pedagogue B. Bloom published in 1956 the book "Taxonomy of educational Objectives" (B. Bloom, Handbook 1: Cognitive Domain). developed the criterias . It can be used to plan the purpose of the lesson, to conduct practical work in the classroom or to prepare questions for tests. "Taxonomy" (Greek taxis - location, content, order and nornos - law) is a theory of the classification and systematization of a complex structure of reality, which means a hierarchical description and systematization of things according to their natural relationship and properties. From the 60s and 70s of the twentieth century, hierarchical objects began to be seen as a doctrine of a system of taxonomic categories, taxonomic objects that encompass each other.

According to B. Bloom(1956), the level of knowledge (cognitive) is arranged in a certain hierarchy, and each stage is more complex than the previous one and includes the previous stages. That is, as knowledge rises to a new level, it is necessary to repeat the previous stage.

To provide students with ready-made knowledge in modern education rather than directing them to the independent acquisition of knowledge is becoming increasingly important. So far, ready knowledge assimilation although students' perception of existence, social the content of the relationship, the personality activity in one form or another helps them understand the essence. However, being and social event, reality, representing the current state of the relationship, mutual unity between the constituent elements of the process, understanding relevance, cause-and-effect analysis, activity content, direction, and most importantly, the factors that guarantee the outcome, impede the effective development of analytical skills. Thus, "Creative Thinking" allows teachers to effectively develop their inherent creative qualities and skills of creative pedagogical activity. The accumulated experience of teachers in the development of creative qualities, skills of creative and pedagogical activity, the use of the proposed ways will help to achieve the expected results. In addition, it is important to work on the basis of priority principles in the formation of creative qualities in teachers, guarantees the effectiveness of focused activities. Professional development creativity of teachers in the process of practical training in the courses determining capabilities on the basis of clear criteria, degree indicators identify achievements and shortcomings in this area on the basis of evaluation, achievements enrichment, identification of deficiencies will be possible.

Conclusion

To sum up, educators are training in the organization of the educational process have the opportunity to choose two or more of the above tasks, depending on the nature of the materials. Involving students in working with multiple types of

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assignments in a single session increases students' interest in learning activities and enhances learning activities.

1. Creating conditions for students to express their thoughts and opinions, suggestions during the lessons, grammatical errors at the initial stage or inconvenience in expressing the speech process, but in the later stages of the process of learning a foreign language, speech, speaking is difficult. When it was done, the disappearance of this situation was noticeable.

2. Being able to allocate training time correctly and articulating the suitability requirements of the exercises selected for each skill demonstrates an increased interest.

3. The experimental process has shown that the teacher should approach the lesson not only with his own thoughts or exercises in the book given in the plan, but also with creative skills and feel the state of the student.

By its very nature, pedagogical technology represents a clearly defined system of tasks of all stages and parts of the pedagogical process, programmed in accordance with the distribution of time and ensuring the achievement of the expected result in a scientifically based framework.

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