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TEXT AS THE BASIS FOR CREATING A CREATIVE ATMOSPHERE AT THE LESSONS OF THE LANGUAGE

The article reveals that consistent, thorough and systematic work with text can create a creative atmosphere, thanks to which students can develop their cognitive abilities. Critical thinking techniques play a special role.

Key words: opportunity, creativity, skills, abilities, language.

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ТЕКСТ КАК ОСНОВА ДЛЯ СОЗДАНИЯ ТВОРЧЕСКОЙ АТ МОСФЕРЫ НА ЗАНЯТИЯХ ПО ЯЗЫКАМ

В статье рассказывается о том, что последовательная, обстоятельная и систематическая работа с текстом способна создать творческую атмосферу, благодаря чему учащиеся могут развивать свои когнитивные способности. Особую роль играют методики критического мышления.

Ключевые слова: возможность, творчество, навыки, способности, язык.

The term text came to English in the 18th century from German, but it goes back to the Latin textus, which means "fabric; communication, connection; syllable, style "(from texere -" fabric; combine, compose, compose "). In the linguistic sense, a text is "a sequence of linguistic units united by a semantic link, the main properties of

which are coherence and integrity" (this definition is given in the Great Encyclopedic Dictionary).

A methodological tool that serves to create the English language in the classroom, not only as a teaching, but also a developing speech environment, is the text. In linguistics, text is defined as a category that shows "language in action." It is this quality of the text that allows you to make the speech environment in the lesson completely natural. Text analysis allows: - Provide a relationship in the study of word and text - Bridging the gap between language learning and speech training - Ensure the implementation of both intra-subject and inter-subject connections (primarily courses of the English language and literature) - Increase attention to issues of education in the learning process.

For text analysis, you can use texts with missing spelling and punctuation marks, as well as texts of dictations with a creative task. Types of creative work with text: - Composition of various genres as a kind of text; - Research activities of students in the field of text;

Test work plan:

I.   Text. Key concepts of the text. Text as a speech work.

II.   Text analysis. Analysis principles. Drawing up a memo on text analysis.

III.   Dictations with a creative task. Analysis of dictations.

IV.   Presentation as a kind of text. Carrying out a presentation with a creative assignment. Working with the text should turn into a polylogue, in which every student will become an active participant.

The creation of an atmosphere of joint creative activity of the teacher and students in the English language lesson awakens the students' interest in working with the text. Gradually, it acquires a research character, which is determined by what kind of tasks are proposed for the text, how these tasks are formulated, what is the sequence of their implementation.

At the same time, it should be clear to the students why they perform these, and not other tasks, what is the sequence of their implementation; from lesson to lesson, they must make sure that the study of the use of the peculiarities of linguistic means

in the test as in a speech work helps them to better understand the content of the text, the author's intention.

Purposeful selection of texts and tasks, the inclusion of each in a well-thought-out system - these are the conditions that create a developing speech environment that ensures the speech development of students, based on the improvement of the development of the sense of language (linguistic intuition). When approaching the text as a means of creating a developing speech environment in English lessons, the criterion for the selection of texts and tasks for them is of particular importance.

An important criterion in the selection of texts for English lessons is the implementation of a functional approach to the study of linguistic phenomena. In the lessons of considering a new topic, working with text allows students to answer the question of what is the role of the studied category in speech, i.e. in the text, since each text is a specific manifestation of speech activity.

A special role in the upbringing and development of the modern schoolchild is acquired by texts aimed at the spiritual and moral development of the individual: about the culture of memory, about the attitude to the past; present and future, about national traditions, about environmental problems. At the same time, the emotional sound of the text, the mood that the author conveys, requires the teacher's close attention. So, students can be offered tasks of a creative nature on the theme "Autumn in poetic texts." Analysis of the texts will allow students to see what comparisons, comparisons, associations the image of autumn leaves evokes from different poets and writers.

For example, when working with the text "Autumn Leaves" by K. Paustovsky, you can start performing creative tasks, such as: 1. Do you agree with Paustovsky's words that an autumn leaf is a masterpiece, a perfect creation of nature? Or: 2. What figurative expressions in the text replace the name of autumn? Or assignment: Try to write an essay - a miniature, expressing your impressions of the autumn leaves. Think about what you would like to pay attention to: the color of the leaves, the rustle, the smell, the movement in space? Come up with a title for your essay. So, after reading a poem by V. Ya. Bryusov:

Hello, the days are blue, autumn,

Gold of faces and crimson aspens!

Hello, the days before parting are autumn!

Pale - over bright days - a crown!

Students should be asked to find words for color images. Asking why in the description of autumn leaves in English poetry and prose.

Students should be asked to find words for color images. To ask why the words gold and gold prevail in the description of autumn leaves in English poetry and prose? Such creative tasks for the text have a beneficial effect on the development of a sense of language, linguistic intuition, without which the process of improving speech is impossible. In the process of working with texts, students learn the features of all styles (colloquial and book: popular science, official business, journalistic and artistic). If we consider the text as the basis for creating a developing speech environment in English lessons, then when selecting specific material, special attention is paid to works of art.

It is equally important to determine the nature of the tasks for the texts and the sequence of their implementation. The main task is to ensure the integrity of the perception of the text as a speech work, a clear understanding that the text is a complex organism in which the linguistic means of all levels of the language system (phonetic, lexical, grammatical) interact. Working with the text increases the developing potential of the speech environment, learning takes place not only on the basis of imitation of the model, but also constantly leads to the formation of a personality capable of expressing one's thoughts and feelings in words.

Thanks to the hard work, the teachers were able to obtain the certificate "Master - teacher in RKMCHP". Working together with trainers on the RCMCHP and with me, they began to help their colleagues introduce new ideas in their lessons and stimulate their creative growth. They organized in-school critical thinking workshops, helped to plan critical thinking lessons, and one-to-one meetings with teachers to discuss their successes and difficulties in teaching a lesson using critical thinking strategies. These meetings took place in a friendly atmosphere, where more

teachers exchanged their experiences, where they were asked questions to clarify and help them to identify their mistakes in the implementation of strategies, planning further joint work. This form of work helped create a special environment for communication between teachers in improving the professional skills of teaching. Our masters and teachers did not stop at this work, they began to spread the experience of working in the mainstream of critical thinking outside the school with the participation of teachers at seminars, inviting teachers to their lessons, holding round tables and participating in conferences within the school and the Critical Thinking Laboratory. We are often visited by teachers from different schools in the Osh region, and our teachers are happy to show their achievements in the implementation of the idea of critical thinking. I recently conducted courses for teachers from Alai and Chon-Alai districts together with the Aga Khan Foundation, where critical thinking strategies were used (reading with stops, ZHU, cluster, map concept, brainstorming, insert, six hats, Bloom's Taxonomy and others) ... Using critical thinking strategies helped me deliver the course effectively and create a special learning environment for teachers. After the training, there were good reviews as "it was very useful for us", "we want to learn more about the use of critical thinking", etc. Collaboration with the university helped us change the world of teachers' concepts of teaching in the mainstream of critical thinking and rebuild our views in a new way, improve the quality of teaching, improve the qualifications of teachers and open the way for further creative growth. We still have a lot to work on in terms of critical thinking, we should not stop there. By planning further work with the trainers of the critical thinking laboratory and other schools that work along this line, we will be able to achieve better learning outcomes.

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