



THE USE OF RESEARCH AND SEARCH METHODS IN TEACHING AND DEVELOPING STUDENTS ' CREATIVE THINKING IN AN INNOVATIVE ENVIRONMENT

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Article history:	Abstract:
Received: 28 th February 2021 Accepted: 7 th March 2021 Published: 30 th March 2021	The article is devoted to the description of the project method as a pedagogical technology. Approaches to the structure and organization of project activities are considered. analyze the project method and the feasibility of its application in general education organizations. This method is considered from the point of view of achieving the goals of modern education.
Keywords: Personality, creativity, method of research training, scientific creativity, practical co-creation, artistic creativity, lesson-research, lesson-project.	

Personal experience is the most important source of knowledge. A person learns the world, first of all, as a result of his own activity, observation and research. What he will find and discover in the course of his own active activity, search and research, will seem to him more convincing than what he will be told about.

Moreover, such activities are associated with many vivid experiences. Pedagogical science and practice offer the teacher a rich arsenal of methods, techniques and forms of teaching. The task is to creatively, rationally use in the educational process, the methods that ensure the best achievement of the goal. When preparing for a lesson, first of all you need to set a goal. Think about what my students will learn today. But it is equally important to choose a method that will answer the question: "How will they learn this?". Any teacher is faced with the problem of choosing the method by which he will carry out training. So, what is the search method? This is a method of persuasion through the organization of independent research of life phenomena, literary and other sources of information. The main feature of research training is the activation of students ' learning activities by involving them in search work of a creative nature. Hence, it is extremely important to show children their personal interest in the acquired knowledge, which can and should be useful to them in life. The teacher can suggest sources of information, or simply direct the students ' thoughts in the right direction for independent search. But as a result, students must independently and jointly solve the problem, applying the necessary knowledge, sometimes from different fields, to get a real and tangible result. All work on the problem thus takes on the contours of a project activity.

In the introduction, the problem, relevance, and practical significance are fixed research; the object and subject of the research are determined; the purpose and objectives of the research are indicated; the methods of work are briefly listed. All the above components of the introduction should be interrelated with each other.

The work begins with the problem statement, which helps to determine the direction in the organization of research, and represents knowledge not about the immediate objective reality, but about the state of knowledge about this reality. By posing a problem, the researcher answers the question: "What needs to be studied from what has not been studied before? » In the process of formulating a problem, it is important to raise questions and identify contradictions.

The teacher needs to create such conditions in which students will not be afraid to make a mistake.

They should know that any conclusion they draw will be heard and considered. This contributes to the development of logical thinking, the growth of intellectual abilities and creative activity of students, and improves the quality of knowledge. Children like such lessons, they like to reason, to find the truth. They have an increased interest in the subject. Many methodological innovations take into account the use of active forms and methods of teaching. With the correct organization of educational work, all students are involved in the process of cognition, in active cognitive activity.

This became possible with the use of new educational technologies in the context of a new paradigm of education, which implies the relationship of student – subject-information environment – teacher.

Thus, the involvement of students in research activities allows them to equip them with methods of cognition, to form cognitive independence, as a result of which students, receiving new knowledge and mastering specific skills, learn to evaluate themselves, to comprehend the world and themselves in this world.

Learner engaged in research activities feel more confident in the classroom, become more active, learn to correctly ask questions, they expand their horizons, become more communicative, actively participate in the activities of school, regional scientific and practical conferences, in competitions of research papers of different levels.

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