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THE METHODOLOGY OF DEVELOPMENT OF CREATIVE THINKING OF SCHOOLCHILDS IN THE SYSTEM OF PRIMARY EDUCATION

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ABSTRACT

The article considers the methods of development of creative thinking and creative abilities that are applicable to teaching in primary education. The author gives the characteristic of creative thinking that are suggested by the majority of scientists.

KEYWORDS

Primary education, creative thinking, method, brainstorming, six thinking hats, characteristic.

INTRODUCTION

With the modernization of the public education system, new goals and objectives of teaching in the humanities are being set. These changes require general educational institutions to educate the younger generation of socially active, creatively thinking, and also able to freely acquire and evaluate new information independently.

As you know, in general education institutions, i.e. in schools, a special place is occupied by the development of creative thinking of students. The problem of creative thinking of students is very relevant today, accordingly, there are many works devoted to the study of this problem. Such scientists as L.S. Vygotsky, E. A. Vyakhireva, J.P. Guilford, I.Lerner, G. Lindsay, R.Thompson, K. Hull and many others have made



significant contributions to the development of the theory of creative thinking.

THE MAIN RESULTS AND FINDINGS

If we talk about the importance of creative thinking in the public education system, then it should be developed at all stages of education. This task is of particular importance in primary school age, since it is in primary school that the techniques of mental activity are laid, mental actions are formed. The renewal of the educational process in primary school is based on the searches that are conducted in the theory and practice of developmental learning. The effectiveness of developing learning is achieved, first of all, through the activation of educational activities of schoolchildren. The student should not passively perceive the teacher's explanation of new knowledge in a ready-made form, but extract and comprehend this knowledge in feasible independent work [2, p. 2].

According to L.S. Vygotsky, "We call such human activity creative activity, which creates something new, I don't care whether it is created by creative activity by some thing of the outside world or a well-known construction of the mind or feeling that lives and is found only in the person himself" [3, p. 3]. So what is meant by creative thinking? One of the first to attempt to answer this question is the American psychologist Joy Paul Guilford. In his writings on creative thinking, the scientist expressed the idea that the level of development of creativity is determined by the predominance of four features in thinking. "Firstly, it is the originality and unusual nature of the ideas expressed, the desire for intellectual novelty. A person capable of creativity almost always and everywhere strives to find his own solution. Secondly, a creative person is distinguished by semantic flexibility, i.e. the ability to see an object from a new angle of view, the ability to detect the possibility of a new use of this

object. Thirdly, in creative thinking there is always such a trait as imaginative adaptive flexibility, i.e. the ability to change the perception of an object in such a way as to see its new, hidden sides Fourth, a person with creative thinking differs from other people by the ability to produce a variety of ideas in an uncertain situation, in particular in one that does not contains prerequisites for the formation of new ideas" [5, pp. 323-324].

If we summarize the definitions of creative thinking proposed in explanatory dictionaries, "creative thinking is one of the types of thinking characterized by the creation of a subjectively new product and neoplasms in the cognitive activity itself to create it. These neoplasms relate to motivation, goals, assessments, meanings. Creative thinking is distinguished from the processes of applying ready-made knowledge and skills, called reproductive thinking"[7].

In his research, J. Guilford identified the main features of creative thinking: 1) fluency, i.e. the ability to create new ideas and proposals for solving the problem as quickly as possible; 2) flexibility as the ability to apply different approaches and change them in case of inefficiency in solving problems; 3) originality - the ability to generate something new or apply known methods for new situations; 4) accuracy or structuring, i.e. logical construction of a future solution [4].

Thus, the scientist considered the concepts of creative thinking and creativity as synonyms. As a result, students show new abilities to think creatively, i.e. to create a new original product, which includes painting, literature, technology, design, music, etc.

Here again, we should turn to the concept of J. Guilford, in which the development of creative skills is formed by the predominance of the following



properties in thinking, such as: 1) originality and unusual ideas, striving for intellectual novelty; 2) semantic flexibility (the ability to see an object from different angles); 3) figurative adaptive flexibility (the ability to change the perception of an object in such a way as to see its new, hidden sides); 4) semantic spontaneous flexibility (the ability to produce a variety of ideas in an uncertain situation, in particular in one that does not contain prerequisites for the formation of new ideas). This issue is being actively investigated not only by psychologists, but also by teachers in the field of vocational education. But the main obstacles to creative thinking, according to well-known American psychologists G.Lindsay, K. Hull and R. Thompson, can be not only insufficiently developed abilities, but in particular:

- 1) a tendency to conformism, i.e. dependence on public opinion;
- 2) censorship-a person's tendency to passively react to the environment and do not try to creatively solve emerging problems;
- 3) rigidity, i.e. unwillingness to change the program of action in accordance with new situational requirements;
- 4) the desire to find an answer immediately, this excessively high motivation often contributes to the adoption of ill-considered, inadequate decisions [6].

In our opinion, in the process of creative thinking, not only a concrete material phenomenon perceived by the senses is created, but also for improving non-standard solutions, creating the basis for scientific research.

There are various methods of developing creative thinking in schoolchildren. One of these methods is brainstorming, which is the most effective method in the course of classes. This method is widely used in all

branches of science to solve certain problems. What is its essence, basically it is a group work, each participant gives his point of view to the question posed. In the process of solving the issue, it is forbidden to think critically. The ultimate goal is to get as many new ideas as possible. Accordingly, this process is carried out in stages, which consists of the following four points: 1) the way of working on a specific task; 2) the time interval for thinking about and solving the task; 3) writing on the board of various opinions; 4) choosing the appropriate option for solving the task. Therefore, in the course of classes, this method sets itself the following tasks such as:

- a) to increase the level of independence of students;
- b) minimize feelings of fear in front of the audience;
- c) develop listening skills;
- d) develop logical thinking.

Solving these tasks in the classroom increases the activity and develops the creativity of the teacherthe remaining ones.

But there are other ways to analyze creative thinking, i.e. the "Six Hats of Thinking" method, which was developed by the British psychologist Edward de Bono. Also, there is a special book by the author "Six Hats of thinking"[1]. This method allows you to overcome difficulties by dividing the thought process into six separate modes - hats, differing in six colors (white, black, yellow, red, green, blue). Accordingly, when a person puts on a hat, he focuses his thinking, when he changes the hat to a different color, he changes its direction. And this method is based on the idea of parallel human thinking. In the process of solving practical tasks, this method of thinking helps in solving three difficulties, i.e. emotions, confusion and confusion.

1) Here are the meanings of the Edward de Bono hat pole:

2) 1) the white hat is a scientific, scientific approach. Arguments are studied here, gaps are identified that should be filled in for missing information;

3) 2) a black hat is a critic, a critical assessment of the situation is disadvantages and risks;

4) 3) the yellow hat is an optimist, reveals the advantages of solving a specific problem;

5) 4) the red hat is an artist, an intuitive solution to the situation;

6) 5) the green hat is a creative (creator), solving the problem in a non-standard way;

7) blue hat - the head, the general solution of a certain task is formed. Further, all possible ideas are systematically combined into one consistent line.

The six hats method is very simple to comprehend and the task is considered systematically. This method can be applied in all spheres of human activity, both in the exact and the humanities. It is especially widely used in psychology, in pedagogy and in the field of vocational education. Based on the purpose and objectives of classes, there are other ways to form students' creative thinking.

If we take the example of primary education, students in labor lessons prefer to perform different games. The main task of this type of activity was the development of a creatively thinking person in the learning process, as well as the upbringing of such qualities as independence, initiative, sociability. Creative abilities are developed by students in practical activities in order to simultaneously train the attention of students,

which is the basis for adapting to the educational process, the task "to make various figures from colored papers" is suitable. At work lessons, the teacher offers various solutions to the task, i.e. it is proposed to draw several drawings with different geometric shapes, such as a circle, triangle, rectangle, etc.

And as for the color selection, here in the process of making figures of various animals, for example, a parrot made of paper, here students try to choose the color themselves. At this stage, their creative abilities manifest themselves, students begin to think creatively about this figure of a bird that lives in the world of their fantasies, i.e. the abilities associated with the figurative content are manifested - what color is the head (yellow - this color reminds them of the color of the sun), wings (blue - this blue color is the sky), eyes (black - here the cultural characteristics of a certain people are manifested, for example, the Uzbeks have black eyes, this eye color has the figurative meaning of "the eyes of a beloved girl", there is also the expression "charosdek kora kuzlar" (charos is the name of a grape, a table variety with a large, black-violet berry), beak (red), paws (white is the color of purity of innocence, virtue and joyfully), beak (red - most of the students (girls) have this color as their favorite color, and here the beak is compared with red lips). This is how the creative thinking of students manifests itself. In addition, there are different ways to develop creative thinking, for example, various drawings on white, where students develop their creative imaginations, it is recommended to use such methods in nature, in the garden or by the river in the open air (forest, cloud, sun). Here it is necessary to take into account the age of the students, where their character is very contradictory in many ways.



The teacher should take into account these characteristics of the students. The teacher, both as a teacher and a psychologist in primary education, needs to create a system. Where the students of the class spend four years under the guidance of one teacher, who needs to have a system to achieve the desired result in the course of lessons.

CONCLUSION

Thus, we have considered several methods of developing creative thinking among students in primary education and the result of which is an open, fundamentally improved solution to a particular problem. Work experience in accordance with the above material shows an increased interest of students in performing tasks for creative thinking. In order to develop creative thinking in students, it is necessary to systematically solve problems of any complexity. The scientific material analyzed by us allows students with different levels of speech development to feel comfortable and evaluate themselves adequately. With the help of creative thinking methods, it is possible to teach students to better understand the peculiarities of their thinking and control their way of thinking and more accurately correlate it with the tasks set in order to use the thinking process more effectively when solving problems.

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